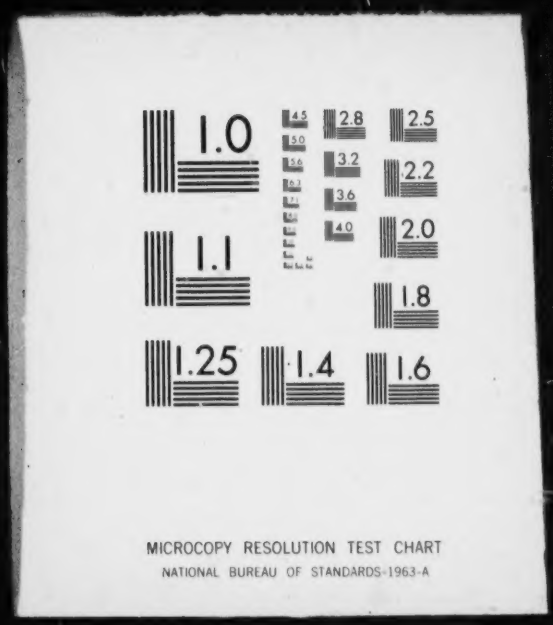
1 OF 2

ED 079 152



DOCUMENT RESUME

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ABSTRACT

Presented in this teacher's guide for beginning, intermediate, and advanced grades are lesson plans and ideas for integrating home economics (family living, child development, family consumer economics, family housing and interiors, family foods and nutrition, and family clothing and textiles) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079152

Project I - C - E INSTRUCTION - CURRICULUM - ENVIRONMENT

# A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Home Economics GRADE Beginning / Intermediate / Advanced

| | | |
|---|---|---|
| Management of Personal and Family Resources | 1. Family Living | White |
| | 2. Child Development | Pink |
| Human Growth and Development | 3. Family Consumer Economics | Gold |
| Personal and Family Relations | 4. Family Housing & Interiors | Yellow |
| | 5. Family Foods & Nutrition | Blue |
| | 6. Family Clothing & Textiles | Green |

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
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lome Economics GRADE Beginning / Intermediate / Advanced

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CESA's 3-8-9

in 54301

2 - 468-7464)

Robert Warpinski, Director
Robert Kellner, Asst. Director
George Howlett, EE Specialist

"HOME ECONOMICS PREFACE"

Families have and always will live in the environment. The family is the basic consuming and living unit within society. Using and preserving resources is a family responsibility. Ultimately the necessary, daily, individual acts are our contribution to ecology. We feel that it is our responsibility as home economists to instill in our students respect for the environment, so that future children will be able to enjoy the woods, waters, and other wonders we presently enjoy.

The environmental episodes are arranged in the substantive areas of home economics. All of the basic environmental concepts are not covered in each substantive area; however, they have been covered in the unifying areas of home economics. These units could be used in sequence, but would probably be more valuable worked in as single episodes within regular units in home economics classes. Some lessons dealing with the same environmental concept as a prior lesson rely on the information in that prior lesson rather than constantly repeating concepts, information and ideas.

Remember, from a small acorn, mighty oaks grow.

Home Economics Teacher Committee
Project I-C-E

## PREFACE

"Oikus" for house is the Greek origin of the term "ecology". studies our house--whatever or wherever it may be. Like an umbr expand or contract to fit many ranges--natural and man-made. We envirorments, our many "houses" if we omit rancor and cite long complexities. Our "oikus" uses the insights of all subjects. T multidisciplinary program like ours necessarily results. Also, a long time, our program ranges K thru 12. The environment mirr values. These values have their origin in the "oikus" of our co minds. Let us become masters of our house by replacing the Gree with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is s to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your studen to adapt or adopt. Limitless chances are here for your exper Many episodes are self contained, some open-minded, still oth developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no gu and no curriculum will work unless viewed in the context of y
4. React to this guide with scratch ideas and notes on the episo
5. After using an episode, fill out the attached evaluation form duplicate, or request more of these forms. Send them singly We sincerely want your reactions or suggestions--negative and evaluations are the key in telling us "what works" and in aid the guides.

---

## TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all p school districts in CESA 3, 8, and 9. Check the Project ICE Bib resources. Our address and phone number is on this guide's cove or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Av Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process

Affective refers to student attitudes, values, and feelings.

PREFACE

Greek origin of the term "ecology". Environmental education
or wherever it may be. Like an umbrella, our house can
any ranges--natural and man-made. We can add quality to our
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in telling us "what works" and in aiding our revisions of

esource Materials Center serving all public and non-public
, 8, and 9. Check the Project ICE Bibliography of available
nd phone number is on this guide's cover. Feel free to write
ls or help.
Visual Instruction, 1327 University Avenue, P. O. Box 2093,
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able mental skill, ability, or process based on factual data.
ient attitudes, values, and feelings.

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Mary Wadzinski, How.-Suam.

| CONCEPT | | |
|---|---|---|
| C O N C E P T | 12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others. | Discipline Area Home Econ<br>Subject Personal<br>Problem Orientation Family |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERI | |
|---|---|---|
| Cognitive: The student comprehends the significance of private ownership and using it without violating the rights of family members.<br><br>Affective: The student appreciates the rights of others and values private ownership. | I. Student-Centered in class activity<br>A. Students list on sheet of paper all of their personal possessions. Ex., clothes, bicycles, records, etc.<br>B. Students discuss how some of these items might encroach upon the rights of others if they are not used as they were intended. Ex., playing record player too loud, riding bicycle on neighbor's lawn, etc.<br>C. Students keep journal for three days recording every incident when they misued their personal possession and violated the rights of others.<br>D. Students prepare bulletin board or show case advocating the proper use of personal possessions so as not to violate rights of others. | II. Outside Communit<br>A. Socia man t of In<br>B. Stude examp illus croac neigh offic repre Discu |
| Skills to be Learned<br>Discussion<br>Graphic illustrations<br>Keeping journal | | |

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Discipline Area Home Economics

Subject Personal and family relations

Problem Orientation Family Living Grade Beginner

SUGGESTED LEARNING EXPERIENCES

udent-Centered in class ivity

Students list on sheet of paper all of their personal possessions. Ex., clothes, bicycles, records, etc.

Students discuss how some of these items might encroach upon the rights of others if they are not used as they were intended. Ex., playing record player too loud, riding bicycle on neighbor's lawn, etc.

Students keep journal for three days recording every incident when they misued their personal possession and violated the rights of others.

Students prepare bulletin board or show case advocating the proper use of personal possessions so as not to violate rights of others.

II. Outside Resource and Community Activities

A. Social worker, lawyer or policeman talk to class on "Violation of Individual Rights."

B. Students record incidents or examples within their community illustrating "violation on encroachment of rights" by neighbors, children, town officials, etc. Individual represents to the class. Discuss and evaluate.

| Resource and Reference Materials | Continued and Additional Sugge |
| --- | --- |
| Publications:<br>Homemaking For Teen-Agers, Book 2, Chp. 2, I-C-E RMC<br><br>Audio-Visual:<br>"Family Teamwork and You," BAVI, 6654, $4.50<br>"Family Life," BAVI, C699, $2.00<br>"Your Family," BAVI, 2525, $2.00<br>"Your Family Budget," BAVI, 2526, $2.25<br><br>Community: | |

nued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Home E

Subject Person

Problem Orientation Fami

| BEHAVIORAL OBJECTIVES. | SUGGESTED LEARNING EXPERI | |
|---|---|---|
| Cognitive: The student analyzes inter-relationship of family leisure time and land use.<br><br>Affective: Committed to leisure activities that do not abuse the land. | I. Student-Centered in class activity<br>A. List family leisure time activities.<br>B. List land resources. Ex., earth, plants, minerals, water, etc.<br>C. Make showcase to display resources used in family leisure time. Ex., tennis racket, animal intestine, wood (plant)<br>D. Walk in neighborhood to observe land use for leisure time activities. Ex., swing set, bar-b-que pit.<br>E. Based on their observation, students compose editorial to local newspaper pointing out community use and abuse of land for leisure activities. Ex., Group of five or six students compose introductory paragraph. Remainder of class pair off to develop recommendations to be put<br><br>(cont.) | II. Outside<br>Communit<br>A. Park<br>"Recr<br>of Le<br>B. Summe<br>"Type<br>availa<br>C. Physi<br>Teach<br>activ<br>badmi<br>D. Profe<br>UWGB-<br>peopl<br>activ |
| Skills to be Learned<br>Working in a group<br>Three dimensional illus.<br>Editorial writing | | |

tating trans-

tions, popu-

sed leisure

nce on changes
of population density.

Discipline Area Home Economics

Subject Personal and family relations

Problem Orientation Family living Grade Intermediate

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class
ctivity

A. List family leisure time activities.
B. List land resources. Ex., earth, plants, minerals, water, etc.
C. Make showcase to display resources used in family leisure time. Ex., tennis racket, animal intestine, wood (plant)
D. Walk in neighborhood to observe land use for leisure time activities. Ex., swing set, bar-b-que pit.
E. Based on their observation, students compose editorial to local newspaper pointing out community use and abuse of land for leisure activities. Ex., Group of five or six students compose introductory paragraph. Remainder of class pair off to develop recommendations to be put

(cont.)

II. Outside Resource and Community Activities

A. Park and Recreation Dept. "Recreation Dept. Philosophy of Leisure" (values and methods)
B. Summer Recreaction Directors "Types of recreation programs available for the family"
C. Physical Education Teacher Teach a couple of leisure time activities. Ex., volleyball, badmitton.
D. Professor of Leisure Science--UWGB--to discuss how much land people need for leisure activities.

| Resource and Reference Materials | Continued and Additional Su |
| --- | --- |
| Publications:<br>Camp Recreation, I-C-E RMC<br>Happier Vacations, Coleman Co., Wichita, Kansas 67201<br>Creative Travel and Your Leisure Time, Harvest Years Publishing Co., Suite 741, 69 Market Street, San Francisco, Calif. 94705<br>Conservation Piece, Mobile Homes Mfg. Association, Modern Talking Picture Service, 1212 Avenue of the Americas, N.Y., N.Y. 10036<br><br>Audio-Visual:<br>Wisconsin Recreational Resources, BAVI, 4852, $5.00<br><br>Community:<br>Travel bureau | I. (cont.)<br>E. into logical paragraph six students.<br>Alternative Act: Prese psychology class |

ntinued and Additional Suggested Learning Experiences

(cont.)

E. into logical paragraph sequence by group of five or six students.
Alternative Act: Presentation to sociology or psychology class

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 9. Man has the ability to manage, manipulate, and change his envircnment.

Discipline Area: Ho

Subject: Pe

Problem Orientation:

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING |
|---|---|
| Cognitive: The student analyzes methods of managing, manipulating or changing personal actions in problem situations.<br><br>Affective: The student develops a plan to manage, manipulate or change personal actions in problem situations. | I. Student-Centered in class activity<br>A. Open ended questions<br>1. Students answer open ended questions<br>a. I get angry when...<br>b. The thing that upsets me most.....<br>c. It makes me furious when.....<br>d. I dislike.....<br>2. Students write their solutions to above situations.<br>B. Students discuss how they would react to following situations<br>1. Fellow asks for date, promises to come at 7:00 and doesn't come until 10:00. How do you react?<br>2. Fellow takes you to a dance and dances with your best friend all evening. How do you react?<br>3. Gal leads fellow on without commitment, he has asked her to marry him.<br>(cont.) |
| Skills to be Learned<br>Problem solving<br>Recording in diary<br>Critical thinking | |

II.
C
A
B

ge, ____ Discipline Area Home Economics

____ Subject Personal and family relations

____ Problem Orientation Family Living - problem solving Grade Intermediate

____

SUGGESTED LEARNING EXPERIENCES

nt-Centered in class
:y
n ended questions
tudents answer open
nded questions
. I get angry when...
. The thing that upsets me most.....
. It makes me furious when.....
. I dislike.....
tudents write their olutions to above ituations.
dents discuss how they id react to following uations
ellow asks for date, romises to come at :00 and doesn't come ntil 10:00. How do you react?
ellow takes you to a ance and dances with your best friend all vening. How do you react?
Gal leads fellow on without commitment, he has asked her to marry him.
(cont.)

II. Outside Resource and Community Activities
A. Person from Division of Family Services, minister or priest
1. Speak to students on methods of problem solving
B. Representative from MENSA
1. Speak on how mental attitudes affect problem solving.

| Resource and Reference Materials | Continued and Additi |
| --- | --- |
| Publications:<br>Marriage and Family Living, Landis and Landis<br>"Positive Mental Attitude," Psychology Today<br>Power of Positive Thinking, Norman Vincent Peale<br><br>Audio-Visual:<br>"Anger at Work," BAVI 3842<br><br>Community: | I. (cont.)<br>B. 3. How would fe<br>C. Teacher introdu<br>1. Attack → m<br>2. Detour ↷ s<br>3. Stand still<br>4. Retreat ← r<br>D. Teacher uses a<br>method was empl<br>fellow arrives<br>nothing, she is<br>does not talk t<br>him head-on whe<br>1. Students ana<br>to problem s<br>2. Students kee<br>determine wh<br>solving is.<br>E. Class discussio<br>method is best?<br>method? |

ontinued and Additional Suggested Learning Experiences

. (cont.)

B. 3. How would fellow react? How does gal feel?

C. Teacher introduces methods of problem solving.
   1. Attack ⟶ meets problem head-on.
   2. Detour ⤳ skirts problem
   3. Stand still - knows problem exists but does nothing
   4. Retreat ⟵ runs away from problem

D. Teacher uses a previous example to illustrate what method was employed. i.e., #C-1. If gal is gone when fellow arrives she retreated; if she is home but says nothing, she is at a stand still; if she goes out and does not talk to him, she is detouring; or if she meets him head-on when he comes, she is attacking problem.
   1. Students analyze remainder of situations in relation to problem solving methods.
   2. Students keep personal diary for three days to determine what their individual pattern of problem solving is.

E. Class discussion of problem solving methods--which method is best? Weigh alternatives. Is there a <u>best</u> method?

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Home

Subject Perso

Problem Orientation Fam

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING |
|---|---|
| Cognitive: The student will apply principles of good communications to marriage.<br><br>Affective: The student will assume the responsibility for improving communication in marriage.<br><br>Skills to be Learned<br>Brainstorming<br>Researching<br>Discussing<br>Role playing | I. Student-Centered in class activity<br>A. Students brainstorm on methods of communication.<br>1. Verbal<br>a. Words<br>b. Tone of voice<br>c. Pace (fast, anxious, tense, slow, angry)<br>2. Non-verbal<br>a. Food<br>b. Clothing<br>c. Gestures<br>d. Touch<br>e. Eyes<br>B. Students research & discuss communication theories.<br>1. Listen to "Are you Listening", (audio-tape)<br>C. Students role play situations in which communications are important, yet ignored.<br>1. Student silently act out scene of husband coming home from office after a bad day and wife doesn't notice.<br>2. Students act out situation in which two women meet in grocery store and one is anxious to be on (cont.) |

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Discipline Area Home Economics

Subject Personal & Family Relations

Problem Orientation Family Living Grade Advanced

SUGGESTED LEARNING EXPERIENCES

. Student-Centered in class activity

A. Students brainstorm on methods of communication.
   1. Verbal
      a. Words
      b. Tone of voice
      c. Pace (fast, anxious, tense, slow, angry)
   2. Non-verbal
      a. Food
      b. Clothing
      c. Gestures
      d. Touch
      e. Eyes

B. Students research & discuss communication theories.
   1. Listen to "Are you Listening", (audio-tape)

C. Students role play situations in which communications are important, yet ignored.
   1. Student silently act out scene of husband coming home from office after a bad day and wife doesn't notice.
   2. Students act out situation in which two women meet in grocery store and one is anxious to be on (cont.)

II. Outside Resource and Community Activities

A. Minister or priest to talk about typical communication problems he sees in the couples he works with.

B. Social worker to talk about the importance of communication in marriage.

C. Speech teacher to talk about interpreting gestures, voice tones, voice pace, etc.

| Resource and Reference Materials | Continued and Additional Suggested |
|---|---|
| Publications:<br>"Psychology Today" (magazine)<br><br>Audio-Visual:<br>"Are you Listening", (video-tape) J. C. Penny<br>"And They Lived Happily Ever After", (film) Guidance Assoc.<br><br>Community:<br>Local division of Family Services<br>Minister<br>Priest<br>Social worker<br>Speech teacher | I. (cont.)<br>her way, but the other doe<br>3. Students act out situation daughter to have the car t consulting father & obviou<br>D. Students act out the above si attention to communications.<br>1. Wife notices husband had n him his paper & leaves him<br>2. Women meet in grocery stor The other notices this & s but call at the end of the<br>3. Mother consults father abo have car.<br>E. Students and teacher establis biological and family ecosyst<br>1. Example Variety and Divers Variety of plants in forest k variety of forms of communica the family strong and interes<br>2. Interdependency and Depend Food chain interdependent in Mother and child interdepend (Mother must appeal to child ;child has the responsibility<br>3. Change and Adaptability Nature (evolution) is changin growth<br>Underground family - members way they communicate<br>Children increase vocabulary<br>4. Pattern and Similarities Nature follows patterns<br>Family members & families fo in both form and content (fa<br>Grocery store pattern - sma<br>Wedding - don't give eulogy<br>Audience - speak differently |

ontinued and Additional Suggested Learning Experiences

. (cont.)

her way, but the other doesn't see this.

3. Students act out situation in which mother allows daughter to have the car to go shopping without consulting father & obviously is perturbed.

D. Students act out the above situations paying careful attention to communications.

1. Wife notices husband had a bad day & quietly brings him his paper & leaves him alone for a while.
2. Women meet in grocery store and one is in a hurry. The other notices this & says she will quit talking but call at the end of the week.
3. Mother consults father about allowing daughter to have car.

E. Students and teacher establish parallels between biological and family ecosystem.

1. Example Variety and Diversity

Variety of plants in forest keeps forest strong and variety of forms of communication in the family keeps the family strong and interesting.

2. Interdependency and Dependency

Food chain interdependent in nature

Mother and child interdependent in family

(Mother must appeal to child mentally, emotionally ;child has the responsibility to listen and anticipate)

3. Change and Adaptability

Nature (evolution) is changing to survive life, death, growth

Underground family - members constantly must change the way they communicate

Children increase vocabulary and are expected to say more.

4. Pattern and Similarities

Nature follows patterns

Family members & families follow communication patterns in both form and content (facts, argumentation)

Grocery store pattern - small talk

Wedding - don't give eulogy

Audience - speak differently to child than adult

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

C 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Home

Subject Perso F

Problem Orientation i s

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING E |
|---|---|
| Cognitive: The student analyzes the family ecosystem and how it interrelates with other ecosystems.<br><br>Affective: The student believes in the importance of a balanced family ecosystem and its interrelationships with other ecosystems | I. Student-Centered in class activity<br>A. Define family ecosystem<br>1. Greek origin of word eco-house<br>B. Write and act out plays showing typical interaction in the family ecosystem.<br>C. Relate family ecosystem to other ecosystem.<br>1. Neighborhood<br>2. Urban<br>3. Rural<br>4. Country<br>5. Culture<br>D. Tape (audio) a hypothetical example of an after-the-fact interview with members of families of a national disaster and how it affects the many ecosystems.<br>1. North Dakota floods<br>2. Hurricanes<br>3. Pandemic disease<br>E. Define needs (individual family)<br>1. Make bulletin board showing typical family needs (cont.) |
| Skills to be Learned<br>Defining<br>Relating<br>Dramatic illustrations<br>Verbal communications | |

II. Ou Com

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B.

anisms interact

and their environ-

ntricate unit

em.

Discipline Area Home Economics

Subject Personal and family relations

Problem Orientation Family interrelationship Grade Advanced

| TES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| t | I. Student-Centered in class activity<br>A. Define family ecosystem<br>1. Greek origin of word eco-house<br>B. Write and act out plays showing typical interaction in the family ecosystem.<br>C. Relate family ecosystem to other ecosystem.<br>1. Neighborhood<br>2. Urban<br>3. Rural<br>4. Country<br>5. Culture<br>D. Tape (audio) a hypothetical example of an after-the-fact interview with members of families of a national disaster and how it affects the many ecosystems.<br>1. North Dakota floods<br>2. Hurricanes<br>3. Pandemic disease<br>E. Define needs (individual family)<br>1. Make bulletin board showing typical family needs (cont.) | II. Outside Resource and Community Activities<br>A. Guest speaker from social services to speak on different family speakers.<br>B. Guest speaker from community planning. Speak on specific community interactions. Ex., Placement of a major highway system and how it affects residents. |

| Resource and Reference Materials | Continued and Additional Suggested |
| --- | --- |
| Publications:<br>Married Life, Riker and Brisbane, I-C-E RMC<br>"Life" magazine, May, 1972 on 50-50 contract<br>"Life" magazine, Communes<br>"Open Marriage," Psychology Today<br><br>Audio-Visual:<br>"This Charming Couple," BAVI<br>"Families," BAVI, 7898, $4.75<br><br>Community:<br>Social Services Dept.<br>Community Planning Commission | I. (cont.)<br>F. Relate individual and family of the ecosystem.<br>1. Situational puppet shows. welfare and how it affects<br>G. Investigate various types of<br>1. Monogamy<br>2. Polygamy<br>3. Matriarchial<br>4. Patriarchial<br>5. Polyandry<br>6. Open contract<br>7. Communes<br>8. Extended<br>9. Nuclear<br>H. Trace family tree to discover |

Continued and Additional Suggested Learning Experiences

I. (cont.)

F. Relate individual and family needs to the functioning of the ecosystem.
   1. Situational puppet shows. Ex., family goes on welfare and how it affects neighborhood ecosystem.

G. Investigate various types of family structures
   1. Monogamy
   2. Polygamy
   3. Matriarchial
   4. Patriarchial
   5. Polyandry
   6. Open contract
   7. Communes
   8. Extended
   9. Nuclear

H. Trace family tree to discover community interactions

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

4. An adequate supply of pure water is essential for life.

Discipline Area: Home E

Subject: Human

Problem Orientation: Chil Deve

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EX |
|---|---|
| Cognitive: The student will analyze the role of adequate supply of pure water plays in human growth and child development.<br><br>Affective: The student will accept the responsibility to help conserve pure water as an essential natural resource for human growth and child development.<br><br>Skills to be Learned<br>Listing<br>Dramatics<br>Discussion<br>Computations | I. Student-Centered in class activity<br>A. Students role play situations.<br>1. Life and dirty water (polluted)<br>2. Life and lack of water (drought)<br>3. Life and water destruction (flood)<br>B. Students list or make bulletin board listing water uses essential for living (examples - bathing, drinking, food preparation, maintain body functions, leisure, etc.).<br>C. Students calculate how much water a typical family of 4 need for a day.<br>D. Students record how much pure water their own family uses in one day (washing machine, food preparation, hygience).<br>E. Students view & discuss film, "City Water Supply" to understand water sources & problems<br>F. Local speaker to talk on local water source and local water pollution prob[illegible]s (cont.) |

ce supply of pure water for life.

Discipline Area Home Economics

Subject Human Growth & Development

Problem Orientation Child Development Grade Advanced

| BJECTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| tudent will of adequate ater plays and child<br><br>tudent will nsibility pure water natural an growth pment.<br><br>rned | I. Student-Centered in class activity<br>A. Students role play situations.<br>1. Life and dirty water (polluted)<br>2. Life and lack of water (drought)<br>3. Life and water destruction (flood)<br>B. Students list or make bulletin board listing water uses essential for living (examples - bathing, drinking, food preparation, maintain body functions, leisure, etc.).<br>C. Students calculate how much water a typical family of 4 need for a day.<br>D. Students record how much pure water their own family uses in one day (washing machine, food preparation, hygience).<br>E. Students view & discuss film, "City Water Supply" to understand water sources & problems.<br>F. Local speaker to talk on local water source and local water pollution probl[illegible]s (cont.) | II. Outside Resource and Community Activities<br>A. Biology teacher to talk about water needed for body function.<br>B. Sewage disposal plant trip to lake, river, etc.<br>C. Dietician or nurse to speak on pure water in relation to health. |

| Resource and Reference Materials | Continued and Additional Sugges |
| --- | --- |
| Publications:<br>Wanted for Murder: Water Pollution Poster, I-C-E RMC<br>So You're Going to the Beach, I-C-E RMC<br>Clean Water - It's Up to You, I-C-E RMC<br>What You Can Do About Water Pollution, 1971, 7700-C88<br>Free Consumer Product Information<br>P.O. Box 1205<br>Arlington, Va. 22210<br>Water Pollution and You, Wisconsin University County Extension<br><br>Audio-Visual:<br>Water Around Us, 2903, BAVI<br>City Water Supply, 0433 BAVI<br>Water for Farm & City, 4816, BAVI<br>Kit 12 - Ecology: Water Pollution, I-C-E RMC<br><br>Community: | I. (cont.)<br>and/or local dietician or<br>water in relation to healt<br>G. Students write proverbs, c<br>say or illustrate cartoons<br>water and combat the wa |

| erials | Continued and Additional Suggested Learning Experiences |
|---|---|
| llution<br>h,<br>u,<br>rmation<br>sconsin<br>n<br>I<br>, BAVI<br>lution, | I. (cont.)<br>and/or local dietician or nurse to talk on pure water in relation to health.<br>G. Students write proverbs, daffynishions, Confuscious say or illustrate cartoons on ways to conserve pure water and combat the water pollution problem. |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area Home Econom

Subject Human Growt

Problem Orientation Family

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPE | |
|---|---|---|
| Cognitive: Analyzes effects of adequate supply of clean air on health of family members.<br><br>Affective: Assume responsibilities for controlling air pollution.<br><br>Skills to be Learned<br>Finding substitutes for products or practices that pollute air.<br>Practice methods of clean air control.<br>Writing<br>Collecting<br>Interviewing<br>Reading<br>Discussing | I. Student-Centered in class activity<br>A. Buzz groups to identify air pollutants.<br>1. List on board<br>B. Read variety of references to identify respiratory problems precipitated by air pollution. "Farmer in the Dell" method of class reporting.<br>C. Experiment, using gelatin and petri dishes to identify effects of air pollution.<br>1. Report findings on charts.<br>D. Panel discussion, Relationship of air pollution to quality of life.<br>E. Interview knowledgeable persons, read variety of references and list practices contributing to control of air pollution.<br>F. Collect cartoons related to objectives; discuss. Students participate in (Con't) | II. Ou<br>Co<br>A.<br><br><br><br>B.<br><br><br><br>C. |

pply of clean air

se most organisms Discipline Area Home Economics

through respiration, Subject Human Growth and Development

rgy in their Problem Orientation Family Health Grade Adv/Level

| TIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| ffects clean ly<br><br>spon- lling | I. Student-Centered in class activity<br>A. Buzz groups to identify air pollutants.<br>1. List on board<br>B. Read variety of references to identify respiratory problems precipitated by air pollution. "Farmer in the Dell" method of class reporting.<br>C. Experiment, using gelatin and petri dishes to identify effects of air pollution.<br>1. Report findings on charts.<br>D. Panel discussion, Relationship of air pollution to quality of life.<br>E. Interview knowledgeable persons, read variety of references and list practices contributing to control of air pollution.<br>F. Collect cartoons related to objectives; discuss. Students participate in (Con't) | II. Outside Resource and Community Activities<br>A. Guest speaker: representative from Wis. Public Service "Total Comfort Control," concerning air purification in the home.<br>B. Guest speaker: U.W. Extension Argricultural Agent to discuss relationship of clean air to growth.<br>C. Field trips to industries practicing satisfactory and poor air control. |
| or<br><br>lean | | |

| Resource and Reference Materials | Continued and Additional Suggested Learn |
| --- | --- |
| Publications:<br>Shadows Over the Land, Good Housekeeping, March, 1972<br>J.J. McCoy<br>Air Pollution and You, Circular 676, April, 1971, UW. Ext. John Quigley<br>Household Equipment, Peet, Pickett, Arnold, Wolf, Wiley and Sons, 1970<br>Pollution: What Extension Can Do About It<br>Take Three Giant Steps to Clean Air, Environmental Health Service, USDHEW, 1969<br>Clean Air for Your Community, Environmental Health Service, USDHEW, 1969<br><br>Audio-Visual:<br>Filmstrips:<br>Environmental Crisis-What the Individual Can Do, Man and His Environment, I-C-E RMC<br>Films: Poisoned Air 6576-6777 BAVI, Air Pollution 0678 BAVI<br>Man's Impact on His Environment 2996 BAVI<br>Smog-simulation Game,, I-C-E RMC<br>Community:<br>Write to members of the industrial community about curbing pollution. Ext. Service USDA | (Con't from I.)<br>in Smog: The Air Pollution Game, Urban<br>G. Write an analysis of effects of air health of family members. Discuss w write class article for school newsp<br><br>Collect newspaper articles citing pr pollution, ie, case examples of kill Los Angles<br>Identify problems relating to air po<br>Identify industrial polluters after trip.<br>Identify home equipment and practice to supply of clean air. |

| terials | Continued and Additional Suggested Learning Experiences |
|---|---|
| od<br><br>rcular<br>. John<br><br>,<br>ley and<br><br>Can<br><br>Clean<br>Service,<br><br>ity,<br>ice,<br><br><br><br><br><br>6777<br>BAVI<br>onment<br><br><br><br><br>t<br>ervice | (Con't from I.)<br>in Smog: The Air Pollution Game, Urban Systems, Game 1.<br>G. Write an analysis of effects of air pollution on health of family members. Discuss written analysis; write class article for school newspaper.<br><br>Collect newspaper articles citing problems of air pollution, ie, case examples of killer smog in Los Angles<br>Identify problems relating to air pollution.<br>Identify industrial polluters after taking field trip.<br>Identify home equipment and practices that contribute to supply of clean air. |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Home Economi

Subject Management o

Problem Orientation Noise P In The H

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPER | II. Ou Co |
|---|---|---|
| Cognitive: Comprehends the role transportation, economic conditions, population growth and increased leisure time play on population density and consequent noise pollution.<br><br>Affective: Accepts responsibility for decreasing personal noise pollution.<br><br>Skills to be Learned<br>Observing<br>Classifying<br>Role playing | I. Student-Centered in class activity<br>A. Students spend a class period outside and write down various noises they hear.<br>B. Add to list other common noises.<br>C. Classify noises (transportation, economic, industrial, population density, leisure)<br>D. Students role play ways the family could lessen noise in everyday living (ex. family house on busy street with many loud, fast cars, family calls police to set up speed trap)<br>E. Students write essay on their responsibility for lowering pollution. | A.<br><br>B.<br><br>C. |

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economic conditions,

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and use and centers
ensity.

Discipline Area Home Economics

Subject Management of Personal & Fam. Resource

Problem Orientation Noise Pollution Grade Adv.
In The Home

| JECTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| ends the<br>n, economic<br>tion<br>ed leisure<br>ation<br>uent<br><br><br><br>l noise | I. Student-Centered in class activity<br>A. Students spend a class period outside and write down various noises they hear.<br>B. Add to list other common noises.<br>C. Classify noises (transportation, economic, industrial, population density, leisure)<br>D. Students role play ways the family could lessen noise in everyday living (ex. family house on busy street with many loud, fast cars, family calls police to set up speed trap)<br>E. Students write essay on their responsibility for lowering pollution. | II. Outside Resource and Community Activities<br>A. Environmental specialist George Howlett Project I-C-E. Methods of control.<br>B. Industrialist-methods used in industry to control noise.<br>C. Housewife-show noise effects on her family. |
| ed | | |

| Resource and Reference Materials | Continued and Additional Suggeste |
| --- | --- |
| Publications:<br>Noise Pollution and You,<br>Sounds & Silence, Wis. County Extension Agent, Environmental Science Center, 5400 Glenwood Avenue, Golden Valley, Minnesota or CESA 9 Project I-C-E<br><br>Audio-Visual:<br>Film: Don't Crowd Me,<br>BAVI #7628 $6.00<br>Quest for Quiet, Public Relations dept.Air Conditioning-Refrigeration Institute 1815 North,,Fort Meyer Dr., Arlington, Va. 22209<br><br>Community: | |

| terials | Continued and Additional Suggested Learning Experiences |
| --- | --- |
| bunty<br>ental<br>wood<br>nnesota | |
| lon-<br>te | |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area: Home Economics

Subject: Human Growth a

Problem Orientation: Mental Hea

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERIEN | |
|---|---|---|
| Cognitive: Analyzes effects of family interaction on mental health of family members.<br><br>Affective: Values types of family interaction that contribute to mental health of members.<br><br>Skills to be Learned<br>Communication between family members<br>Identification of problem areas in the family<br>Self analysis<br>Dramatization<br>Discussion<br>Graphic illustration | I. Student-Centered in class activity<br>A. Buzz session to identify types of family interactions which affect mental health.<br>B. Dramatize and/or role play various family situations. Analyze possible effects of actions and behavior on mental well-being of all family members involved. Ex. Father unemployed-reduced family income-reactions from neighbors.<br>C. Discuss influence of various types of family relationships on mental well-being of family members after reading case studies.<br>D. Use "two-seater" experience to attempt to have students understand what it feels like to be in another person's place and/or acquire empathy for a another person.<br>(Con't) | II. Outsid<br>Commun<br>Field t<br>speake<br>Service<br>Hospita<br>"How th<br>mental |

organisms interact

ves and their

forming an intricate

n ecosystem.

Discipline Area Home Economics

Subject Human Growth and Development

Problem Orientation Mental Health Grade Adv.

| BJECTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| es effects tion on family<br><br>types of n that tal .<br><br>ned ween<br><br>problem ly<br><br>ion | I. Student-Centered in class activity<br>A. Buzz session to identify types of family interactions which affect mental health.<br>B. Dramatize and/or role play various family situations. Analyze possible effects of actions and behavior on mental well-being of all family members involved. Ex. Father unemployed-reduced family income-reactions from neighbors.<br>C. Discuss influence of various types of family relationships on mental well-being of family members after reading case studies.<br>D. Use "two-seater" experience to attempt to have students understand what it feels like to be in another person's place and/or acquire empathy for a another person.<br>(Con't) | II. Outside Resource and Community Activities<br>Field trip and/or guest speaker from Community Service Center and County Hospital to speak on topic "How the family affects mental health." |

| Resource and Reference Materials | Continued and Additional Suggested I |
| --- | --- |
| Publications:<br>Power of Positive Thinking, Dr. Norman Vincent Peale<br>Psychology Today, Magazine<br>Married Life, Riker & Bisbane<br>(good reference for case studies)<br><br>Audio-Visual:<br>BAVI 7328 Don't Crowd Me<br>BAVI 7256 Nature is for People<br>BAVI 2725 Mental Health<br><br>Community: | (Con't from I.)<br>Example for D: Place two chairs out sit in one chair and weigh one side then switch chairs and explore other<br>E. List factors that contribute to a health, such as physical health, sel of others in life, etc.<br><br>1. Relate personal behavior patterns mental health<br>a. Define behavior patterns:<br>1. Pessimistic 3. Ectomorph 5<br>2. Optomistic 4. Endomorph<br>2. Analyze how own behavior patterns mental well-being or the mental heal<br>F. Identify personal and family valu relate to personal mental health, ex to maintain good mental health. Nee maintain good mental health.<br>G. Develop scrap book and/or bulleti goals that would enhance good mental related values used in obtaining goa<br>Example:<br>Values G<br>Education Coll<br>Status Pict<br>Money with<br>Social prestige |

| terials | Continued and Additional Suggested Learning Experiences |
|---|---|
| I, | (Con't from I.) |
| e | Example for D: Place two chairs out. Have one student |
| pane | sit in one chair and weigh one side of decision and |
| tudies) | then switch chairs and explore other side of decision. |
| | E. List factors that contribute to and/or affect mental |
| | health, such as physical health, self concept, significance |
| | of others in life, etc. |
| | 1. Relate personal behavior patterns to factors affecting |
| | mental health |
| eople | a. Define behavior patterns: |
| | 1. Pessimistic 3. Ectomorph 5. Messomorph |
| | 2. Optomistic 4. Endomorph |
| | 2. Analyze how own behavior patterns affect individual |
| | mental well-being or the mental health of others. |
| | F. Identify personal and family values and goals as they |
| | relate to personal mental health, ex: Need for recreation |
| | to maintain good mental health. Need for social life to |
| | maintain good mental health. |
| | G. Develop scrap book and/or bulletin board illustrating |
| | goals that would enhance good mental health. Write |
| | related values used in obtaining goals. |
| | Example: |
| | Values — Goals |
| | Education — College degree |
| | Status — Picture of man or woman |
| | Money — with cap & gown and diploma. |
| | Social prestige |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area Home Economics

Subject Personal & Fami

Problem Orientation Family Valu

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERIEN | |
|---|---|---|
| Cognitive: Analyzes influences of cultural, social, and political factors on family's values and attitudes toward the environment.<br><br>Affective: Appreciate factors that determine man's values and attitudes toward the environment.<br><br>Skills to be Learned<br>Interviewing<br>Identifying values<br>Writing<br>Researching<br>Recording<br>Debating<br>Sentence completion | I. Student-Centered in class activity<br>A. Students define values<br>B. Students list cultural, economic, political, and social factors that could determine values. ex. Living in Russia<br>C. Students research newspapers for articles concerned with environment and values. Ex: Editorials, features, correspondents, Ray Pagel (Green Bay Press Gazette)<br>D. Interview people in the community on their environmental values. Sample questions:<br>1. Is clean water important to you?<br>2. Are you affliated with any environmental organization?<br>3. Have you written to your congressman, DNR, etc. about cleaning up the water?<br>(Con't) | II. Outsid<br>Commun<br>A. Loc<br>rep<br>on<br>con<br>con<br>las |

c, social,

determine

s and attitudes

t.

Discipline Area Home Economics

Subject Personal & Family Relations

Problem Orientation Family Values Grade Adv.

| VES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| | I. Student-Centered in class activity<br>A. Students define values<br>B. Students list cultural, economic, political, and social factors that could determine values. ex. Living in Russia<br>C. Students research newspapers for articles concerned with environment and values. Ex: Editorials, features, correspondents, Ray Pagel (Green Bay Press Gazette)<br>D. Interview people in the community on their environmental values. Sample questions:<br>1. Is clean water important to you?<br>2. Are you affliated with any environmental organization?<br>3. Have you written to your congressman, DNR, etc. about cleaning up the water?<br>(Con't) | II. Outside Resource and Community Activities<br>A. Local newspaper reporter to speak on environmental concerns in the community in the last two years. |

| Resource and Reference Materials | Continued and Additional Suggeste |
| --- | --- |
| Publications:<br>Penny's awareness materials<br>"Community Action for Environmental Quality" U. Extension<br>National Audubon Society Quarterly<br>Wisconsin Survival Handbook, Doug La Follette<br><br>Audio-Visual:<br>"I Never Looked at it That Way Before", Guidance Associates<br>"Garbage", I-C-E RMC<br>"LSD Trip or Trap" BAVI<br>"The Way Back-Heroin" BAVI<br>"Values for Teenagers-The Choice is Yours", Guidance Associates<br>"Diary of a Harlem Family" BAVI<br><br>Community:<br>Guest speaker from the Ethnic Community on development of resources and the effects on minority groups and the environment. | (Con't from I.)<br>4. Could you name two ways you ha household water?<br>5. Do you think it is advantageou foods?<br>6. How have environmental problem of living?<br>E. Record likes and dislikes for twenty favorite activities and a in terms of values (example: like<br>F. View and listen to the "Our Va<br>G. List individual value hierarch<br>E. above put the most important the less important at the bottom)<br>H. Write an essay on how individu from two years ago to the present these changes.<br>I. Students use puppet plays of spending money and identify relat as economics, cultural, politica A young couple buying a flashy ne to improve their social status.<br>J. Students debate personal value values, ex. Should people buy a detergent or a more expensive lo<br>K. Students circularly respond t problems on the environment.<br>Garbage is.....A lake<br>Over Population can.....Paper m<br>Smog could.....Having<br>Sunshine.....Country<br>Families..... |

| e Materials | Continued and Additional Suggested Learning Experiences |
|---|---|
| erials<br>Environ-<br>tension<br>ety Quarterly<br>ndbook, | (Con't from I.)<br>4. Could you name two ways you have helped save household water?<br>5. Do you think it is advantageous to use organic foods?<br>6. How have environmental problems changed your style of living?<br>E. Record likes and dislikes for one week and/or rate twenty favorite activities and analyze these lists in terms of values (example: likes to ski=values health)<br>F. View and listen to the "Our Values" series.<br>G. List individual value hierarchy (from the list in E. above put the most important values at the top and the less important at the bottom)<br>H. Write an essay on how individual values have changed from two years ago to the present and what influenced these changes.<br>I. Students use puppet plays of young married couples spending money and identify related values and classify as economics, cultural, political, and social. Ex. A young couple buying a flashy new car could be trying to improve their social status.<br>J. Students debate personal values vs. environmental values, ex. Should people buy a cheap high phosphate detergent or a more expensive low phosphate detergent?<br>K. Students circularly respond to sentence completion problems on the environment.<br>Garbage is.....A lake<br>Over Population can.....Paper mills<br>Smog could.....Having children<br>Sunshine.....Country is<br>Families..... |
| That<br>Associates<br><br>AVI<br>BAVI<br>-<br>Guidance<br><br>mily" BAVI | |
| e<br><br>rces<br>inority<br>onment. | |

FSEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

Discipline Area Home E

Subject Human

Problem Orientation Fam

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING | I |
|---|---|---|
| Cognitive: Analyzes relationship of individual acts related to family planning & environmental alterations.<br><br>Affective: Forms a judgment concerning responsiblility of determining family size.<br><br>Skills to be Learned<br>Identifies outside agencies and resources that might help family.<br>Draws conclusions<br>Supports opinions<br>Interviewing techniques<br>Critical thinking | I. Student-Centered in class activity<br>A. Collect & read related newspaper & magazine articles concerning family planning & overpopulation.<br>B. Discuss environmental alterations as affected by overpopulation.<br>C. View & discuss film "Family Planning" in terms of effects on family life.<br>D. List factors to be considered in family planning<br>1. Economic<br>2. Social<br>3. Environmental<br>E. Dramatize mock court case on future family size.<br>F. Identify position on continuum related to family size.<br>(Con't) | |

:, duplicated

:uce significant

:ations over time.

Discipline Area Home Economics

Subject Human Growth & Development

Problem Orientation Family Planning Grade Adv.

| :VES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| :dual<br>:l<br>:gment<br>:ity<br>:ize. | I. Student-Centered in class activity<br>A. Collect & read related newspaper & magazine articles concerning family planning & overpopulation.<br>B. Discuss environmental alterations as affected by overpopulation.<br>C. View & discuss film "Family Planning" in terms of effects on family life.<br>D. List factors to be considered in family planning<br>1. Economic<br>2. Social<br>3. Environmental<br>E. Dramatize mock court case on future family size.<br>F. Identify position on continuum related to family size.<br>(Con't) | II. Outside Resource and Community Activities<br>Guest speakers:<br>A. Family service counselor and/or Children's Service Society to speak on effect of family planning on family life.<br>B. Zero population growth member and/or Planned Parenthood Ass. member to speak on the effect of over-population on the environment.<br>C. School nurse, public health nurse or local doctor to speak on the effect of family planning on health of child and mother. |

## Resource and Reference Materials

Publications:
On The Beach, Public library
Population Bomb, Paul Erlich
Brave New World, Audous Huxley
1984 George Orwell

Audio-Visual:
Family Planning, BAVI project
I-C-E RMC
The Committee, (abortion)
Diocesan Education Office
1581 BAVI Population Patterns in US
6937 BAVI Population Problems in U.S.A. Seeds of Change
6947 BAVI Standing Room Only
033J BAVI Challenge to Mankind
Penny's Series on Values
Population Statistics Project
I-C-E RMC
Population Friends, Project
I-C-E RMC
Human Ecology, Project
I-C-E RMC

Community:
Visit local family planning clinic

## Continued and Additional Suggested Le

(Con't from I.)

1. "Ellie Eliminate" "ZPG" "Cl
   Completely eliminate Rep
   reproduction we

G. Conduct opinion poll of students, graduates concerning family planni
   Sample questions:
   1. How many children in your opini family size?
   2. Do you see a relationship betwe the environment? If so, what?
   3. Do you see a need for family pl

H. Research effects of spacing child & social health of children, of mo attention, etc.

I. Panel discussion: Abortion as a me control versus therapeautic aborti

J. Write an essay on individual's res environmental alterations taking i the above concepts developed.

K. Discuss effects of family planning

ntinued and Additional Suggested Learning Experiences

on't from I.)

| "Ellie Eliminate" | "ZPG" | "Cleo Clone" |
|---|---|---|
| Completely eliminate reproduction | | Reproduce everything we now have. |

. Conduct opinion poll of students, young marrieds, recent graduates concerning family planning.
Sample questions:
1. How many children in your opinion make up the ideal family size?
2. Do you see a relationship between family size & the environment? If so, what?
3. Do you see a need for family planning in India? USA?

. Research effects of spacing children, ie, physical & social health of children, of mother, need for attention, etc.

. Panel discussion: Abortion as a means of population control versus therapeautic abortion.

. Write an essay on individual's responsibility for possible environmental alterations taking into considerations the above concepts developed.

. Discuss effects of family planning on environment.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area H

Subject H

Problem Orientation

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNI |
|---|---|
| Cognitive: Applies principles of safety and first aid to manage, manipulate and/or change the family or home environment.<br>Affective: Complies with principles of safety and first aid to manage, manipulate and/or change the family or home environment. | I. Student-Centered in class activity<br>A. Students look around home, Home Ec. area, school or on way to school for safety hazards.<br>B. Students compile safety hazar list and arrange on flannel board or tagboard.<br>C. Students design posters illustrating safety slogans for school safety campaign. (Ex.-Water skiing is fun but not in the school hallway Picture of student or child slipping on floor--put near bubbler).<br>D. Pretest--using two sets of index cards--one set with injury; the second set with the treatment. Pass both sets out to class each student receiving one card. Students match treatment with injury.<br>E. Have local fire dept. personnel give presentation on basic safety and first aid techniques.<br>F. Students research & practice first aid techniques on each other. (Cont. on back) |
| Skills to be Learned<br>First aid techniques<br>Dramatization<br>Observation<br>Graphic illustration<br>Research<br>Listening | |

manage,

Discipline Area Home Economics

Subject Human Growth & Development

Problem Orientation Safety Grade Beginning

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Students look around home, Home Ec. area, school or on way to school for safety hazards.

B. Students compile safety hazard list and arrange on flannel board or tagboard.

C. Students design posters illustrating safety slogans for school safety campaign. (Ex.-Water skiing is fun but not in the school hallway. Picture of student or child slipping on floor--put near bubbler).

D. Pretest--using two sets of index cards--one set with injury; the second set with the treatment. Pass both sets out to class each student receiving one card. Students match treatment with injury.

E. Have local fire dept. personnel give presentation on basic safety and first aid techniques.

F. Students research & practice first aid techniques on each other. (Cont. on back)

II. Outside Resource and Community Activities

A. Speakers such as public health nurse, school nurse, Phy. Ed. teacher, Red Cross or first aid instructors, or fire department.

B. Students volunteer to advocate safety principles. (Hammy student to put on skit such as carnival caller stressing safety principles.)

Resource and Reference Materials

Publications:

First Aid for the Family, Metropolitan Life Insurance Company.

Sidewalk Vehicles, National Safety Council.

Playground Apparatus, National Safety Council.

Beware the Hazard You Can't See, National Safety Council.

Health Education Curriculum Guide, I-C-E RMC.

Audio-Visual:

Stitch in Time (film), Sears, Roebuck Foundation, c/o Film Library New York State College of Agriculture, Cornell Univ., New York.

Incredible Journey, Sinclair Oil Co., c/o Cornell University

A Word to the Wise, Federal Mutual Fire Insurance Co., (same address as above).

Community:

Continued and Additional Suggested

I. (Cont.)

G. Role-play child care situat
accidents. Perform proper f
how accident could have be

H. Post-test - using index car

Added Publication:

First Aid, Johnson & Johnson

| ls | Continued and Additional Suggested Learning Experiences |
|---|---|
| o- | I. (Cont.)<br>G. Role-play child care situations involving accidents. Perform proper first aid. Indicate how accident could have been avoided.<br>H. Post-test - using index cards as before. |
| e,<br>ide, | Added Publication:<br>First Aid, Johnson & Johnson Co., 1965 |
| rary<br>l-<br>il<br>tual<br>s | |

CONCEPT

6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area: Home Ec

Subject: Human G

Problem Orientation: Child

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPE |
|---|---|
| Cognitive: Comprehends the effect that resources have on child rearing practices in different areas of the world.<br>Affective: Appreciates the effect resources have on child rearing practices in different areas of the world.<br><br>Skills to be Learned<br>Researching<br>Reporting<br>Classifying<br>Discussing<br>Story building | I. Student-Centered in class activity<br>A. Student groups research and report on child rearing practices of different groups of people in the world and relate the effect the resources available have on work or what children do during the day. Ex.-toys, animals, work to be done.<br>B. Students classify and discuss groups such as matriarchial, patriarchial, authoritarian, democratic, child-centered, adult-centered, etc.<br>C. Student story building<br>Teacher tells of a five year old boy who hits his four year old sister because she is playing with his truck. Each student then takes an ethnic group or pattern of child rearing and explains what would happen in this situation.<br>D. Invite speaker from Local Division of Family Services to speak to students.<br>Topic: The role social, ethnic or economic conditions have on child rearing practices. | II. |

ally Discipline Area Home Economics

er Subject Human Growth and Development

graphic Problem Orientation Child Develop-Grade Intermediate
ment

| SUGGESTED LEARNING EXPERIENCES | |
|---|---|
| tudent-Centered in class<br>tivity<br>Student groups research and report on child rearing practices of different groups of people in the world and relate the effect the resources available have on work or what children do during the day. Ex.-toys, animals, work to be done.<br>Students classify and discuss groups such as matriarchial, patriarchial, authoritarian, democratic, child-centered, adult-centered, etc.<br>Student story building<br>Teacher tells of a five year old boy who hits his four year old sister because she is playing with his truck. Each student then takes an ethnic group or pattern of child rearing and explains what would happen in this situation.<br>Invite speaker from Local Division of Family Services to speak to students.<br>Topic: The role social, ethnic or economic conditions have on child rearing practices. | II. Outside Resource and Community Activities<br>A. Representative from Division of Family Services to speak on the role social, ethnic or economic conditions play in child rearing practices. |

| Resource and Reference Materials | Continued and Additional Sugge |
| --- | --- |
| Publications:<br>The Developing Child text, Brisbane<br>Childhood and Society text, Erik Erikson<br>Dibs, local library<br>One Little Boy, local library<br>The Story of Sandy, local library<br><br>Audio-Visual:<br>BAVI 3384 "Children of Germany"<br>BAVI 0390 "Children of Japan"<br>BAVI 0391 "Children of Russia"<br>BAVI 0393 "Children of the Alps"<br>BAVI 0388 "Children of China"<br>"Bathing Babies in Three Cultures", Univ. of Illinois, Univ. Extension, Champaign, Illincis.<br><br>Community:<br>Day care supervisor<br>Local immigrants or those with a strong ethnic background | |

| aterials | Continued and Additional Suggested Learning Experiences |
| --- | --- |
| Brisbane<br>, | |
| ary<br>library | |
| rmany"<br>an"<br>ssia"<br>Alps"<br>na"<br>ultures",<br>tension, | |
| with a | |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

Discipline Area Home Ec

Subject Personal

Problem Orientation Child

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXE |
|---|---|
| Cognitive: Analyzes the effects family's carrying capacity has on child's total development (physical, social, intellectual, and emotional.)<br>Affective: Weighs alternatives related to the effect of carrying capacity on child development and family relationships. | I. Student-Centered in class activity<br>A. Students make a bulletin board illustration of all types of child growth (physical, social, intellectual and emotional.)<br>B. Teacher interviews small groups of students who define in their own words the following terms:<br>1. carrying capacity<br>2. types of behavior<br>3. types of growth<br>and/or students play charades illustrating types of behavior, types of growth, and carrying capacity.<br>C. Students view films on cultural familial influence on child development (see resource list).<br>D. Students write a letter from the standpoint of a teenager growing up in an environment of his or her choice showing the environmental factors affecting his family life and his future.<br>1. write in first person & use cultural facts researching from many sources. |
| Skills to be Learned<br>Writing<br>Defining<br>Graphic illustrations<br>Non-verbal skills | II. |

limiting

iving

each

pacity.

Discipline Area Home Economics

Subject Personal and Family Relations

Problem Orientation Child Development Grade Advanced

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Students make a bulletin board illustration of all types of child growth (physical, social, intellectual and emotional.)

B. Teacher interviews small groups of students who define in their own words the following terms:
1. carrying capacity
2. types of behavior
3. types of growth
and/or students play charades illustrating types of behavior, types of growth, and carrying capacity.

C. Students view films on cultural familial influence on child development (see resource list).

D. Students write a letter from the standpoint of a teenager growing up in an environment of his or her choice showing the environmental factors affecting his family life and his future.
1. write in first person & use cultural facts researching from many sources.

II. Outside Resource and Community Activities

A. AFS exchange students talk about their culture and child rearing practices.

B. Students add to class discussion relating significant facts about the child rearing background and culture from their own particular ethnic background.

| Resource and Reference Materials | Continued and Additional Suggested Lear |
| --- | --- |
| Publications:<br>Population Bomb, Paul Erhlich<br>Childhood in Society, Erik Erikson<br>It's A Good Life For All People, USDA, 1971 Yearbook of Agriculture.<br>"Parent's Magazine", The Developing Child, Holly E. Brisbane.<br><br>Audio-Visual:<br>BAVI<br>"Food, Clothing, and Shelter in Three Environments"<br>"Standing Room Only"<br>"Children's Emotions"<br>"Preface to Life"<br>"Children of Switzerland"<br>"Children of the Alps"<br>"Children of Japan"<br>"Children of Fogo Island"<br>"Children of Germany"<br><br>Community:<br>AFS student<br>Social Studies teacher<br>local or county social services<br>public health nurse | |

## Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area Home Econon

Subject Human Growt

Problem Orientation Social Development of

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERIE | II. Ou Comm |
|---|---|---|
| Cognitive: Analyzes environmental factors that influence a child's social development.<br>Affective: Appreciates the role of the environment in social development.<br><br>Skills to be Learned<br>Observation<br>Making games<br>Interviewing | I. Student-Centered in class activity<br>A. Students define social behavior.<br>1. List types of social behavior on board.<br>2. List environmental factors and discuss how they affect social behavior. (Ex.- flood-social interaction of people working together to clean up.)<br>B. Students create children's games to enhance social interaction (games like duck-duck-goose, lion hunt).<br>C. Students demonstrate and revise games in class.<br>D. Class develops an observation sheet for analyzing social behavior in children.<br>E. Pairs of students go out in community and observe and report on children's social behavior (playground, grocery store, etc.)<br>F. Students make editorial newspaper (The Child Reporter) analyzing the effects of the environmental settings on social behavior and/or | A. V t b<br>B. V P b<br>C. I m o a 1<br>2 |

(Cont. on back)

nd ___ Discipline Area Home Economics

us ___ Subject Human Growth and Development

___ Problem Orientation Social Development of Children Grade Advanced

___

SUGGESTED LEARNING EXPERIENCES

tudent-Centered in class
civity

Students define social behavior.

1. List types of social behavior on board.
2. List environmental factors and discuss how they affect social behavior. (Ex.- flood-social interaction of people working together to clean up.)

Students create children's games to enhance social interaction (games like duck-duck-goose, lion hunt).

Students demonstrate and revise games in class.

Class develops an observation sheet for analyzing social behavior in children.

Pairs of students go out in community and observe and report on children's social behavior (playground, grocery store, etc.)

Students make editorial newspaper (The Child Reporter) analyzing the effects of the environmental settings on social behavior and/or

(Cont. on back)

II. Outside Resource and Community Activities

A. Visit day nursery to observe social behavior.

B. Visit Head Start Program; observe social behavior.

C. Interview neighborhood mothers on the effects of her child's association with peers.

1. Is your child hungry after playing with friends all day?
2. Does your child play harder when he is with others than when he is alone?

| Resource and Reference Materials | Continued and Additional Suggested |
| --- | --- |
| Publications:<br>Play, Penneys<br>Guide to Play and Playthings, FAO Children's World<br>Parent's Guide, Fisher-Price Toys<br>Press-Gazette articles on child abuse Sunday, July 2, July 3, etc. (1972)<br><br>Audio-Visual:<br>"Children Without", BAVI<br>"The Time of Growing", Metropolitan Life<br>Hal Turner Learning Basic Skills Thru Music (album).<br><br>Community: | I. Cont.<br>F. (Cont.) make up stories relating soci from observing pictures of ch<br>G. Children come to school for c students observe social behav the interaction games they ma<br>H. Panel discussion with differe responsible for different typ behavior (shyness, boisterous attention-seeking, etc.) |

Continued and Additional Suggested Learning Experiences

I. Cont.
   F. (Cont.)
      make up stories relating social interaction from observing pictures of children.
   G. Children come to school for one day and students observe social behavior and use the interaction games they made up.
   H. Panel discussion with different students responsible for different types of social behavior (shyness, boisterous, loving, attention-seeking, etc.)

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

Discipline Area Home Econom

Subject Human Growt

Problem Orientation Managin Nursery S

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERI |
|---|---|
| Cognitive: Applies principles of operating a day care center to promote growth of individual children.<br>Affective: Assumes responsibility for children put in students' charge during nursery school.<br><br>Skills to be Learned<br>Planning<br>Evaluating<br>Rapport with children<br>Children's games and songs | I. Student-Centered in class activity<br>A. Students brainstorm to identify what might be state regulations to operate a day care center (sample questions):<br>1. If you were to open a day care center, what types of non-curriculum related details would you have to attend to? List on board.<br>a) Student-teacher ratio<br>b) License<br>c) Square feet per child<br>d) Evacuation route<br>e) Building inspection by fire department<br>2. If possible make one copy of state requirements book available to each student.<br>3. Consult requirement book to check list on board--delete and add as necessary.<br>B. Invite speaker in to speak to students about regulations regarding day care centers & typical activities for children or visit a day care center to see one in action.<br>C. Students participate in games, songs, and finger plays (Cont.) |

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Discipline Area Home Economics

Subject Human Growth & Development

Problem Orientation Managing a Nursery School Grade Advanced

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Students brainstorm to identify what might be state regulations to operate a day care center (sample questions).

1. If you were to open a day care center, what types of non-curriculum related details would you have to attend to? List on board.
   a) Student-teacher ratio
   b) License
   c) Square feet per child
   d) Evacuation route
   e) Building inspection by fire department
2. If possible make one copy of state requirements book available to each student.
3. Consult requirement book to check list on board--delete and add as necessary.

B. Invite speaker in to speak to students about regulations regarding day care centers & typical activities for children or visit a day care center to see one in action.

C. Students participate in games, songs, and finger plays (Cont.)

II. Outside Resource and Community Activities

A. Local day care supervisor or Head Start supervisor speak on regulations on operating day care centers.

B. Local child development specialist to speak on typical day care operation.

| Resource and Reference Materials | Continued and Additional Suggested |
| --- | --- |
| Publications:<br>State Daycare Requirements, Division of Family Services, Courthouse<br><br>Audio-Visual:<br>"Setting the Stage for Learning," BAVI<br>"Teaching the 3's, 4's, & 5's," Visual Aids Service, Division E of Univ. Ext., Champaign, Illinois (from same address as above)<br>Part I: "Guiding Behavior and Teaching the 3's, 4's, & 5's."<br>Part II; "Setting the Stage"<br><br>Community:<br>speaker from Division of Family Services to speak on child development and needs | I. (Cont.)<br>C. for children<br>1. Discuss what children le<br>2. Ex.-head, shoulders, kne learns placement of body language.<br>D. Students plan and run a nur<br>1. One student is responsib state requirements.<br>2. Students take specific r<br>a) Snack<br>b) Clean-up<br>c) Set-up<br>d) Games, etc.<br>3. Activities for school sh opportunities for: leg m language development, mu eye-hand coordination, s<br>E. Students evaluate nursery s Sample questions:<br>1. What three things did yo<br>2. What three things did th most?<br>3. Relate cute expressions<br>4. What evidences of social observe? etc. |

| terials | Continued and Additional Suggested Learning Experiences |
|---|---|
| , Division<br>use<br><br><br><br><br>rning,"<br>5's,"<br>on E<br>llinois<br>e)<br>and<br>'s."<br>ge"<br><br><br>amily<br>develop- | I. (Cont.)<br>C. for children<br>1. Discuss what children learn by each activity<br>2. Ex.-head, shoulders, knees and toes; child learns placement of body parts, rhythm, and language.<br>D. Students plan and run a nursery school<br>1. One student is responsible for checking state requirements.<br>2. Students take specific responsibilities<br>a) Snack<br>b) Clean-up<br>c) Set-up<br>d) Games, etc.<br>3. Activities for school should include opportunities for: leg muscle development, language development, music development, eye-hand coordination, socialization.<br>E. Students evaluate nursery school:<br>Sample questions:<br>1. What three things did you enjoy most?<br>2. What three things did the children enjoy most?<br>3. Relate cute expressions that took place.<br>4. What evidences of social growth did you observe? etc. |

CONCEPT 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

Discipline Area Home Econc

Subject Human Grow

Problem Orientation Child De ment-Popu

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERIE | II. Cu Com |
|---|---|---|
| Cognitive: Analyzes population growth patterns and the environmental carrying capacity.<br>Affective: Judges problems and issues of population growth and the environmental carrying capacity.<br><br>Skills to be Learned<br>Defining<br>Mapping<br>Viewing<br>Reading<br>Writing<br>Creating games<br>Playing games<br>Judging | I. Student-Centered in class activity<br>A. Define and discuss "carrying capacity".<br>B. Students trace world, country, state, and city maps and color in terms of population density.<br>C. Students view and discuss film, "Family Planning" & filmstrips, "Population Statistics", "Population Trends" and "Evolution & Extinction".<br>D. Students write and read to class stories about living in a crowded world. (Ex.-living in a high-rise one-room efficiency apartment.)<br>E. Students create and play game on living in uncrowded, crowded, and overcrowded areas. (Ex.-Students make situation-solution cards,in uncrowded area they grow their own foods, in crowded they drive to supermarket & in overcrowded areas they walk or just choose foods they want off a large conveyor belt.<br>(Cont. on back) | |

Factors are limiting

organisms living

uence, thus, each

carrying capacity.

Discipline Area Home Economics

Subject Human Growth & Development

Problem Orientation Child Development-Grade Advanced-Population

| CTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| s<br>atterns<br>al<br><br>problems<br>ation<br>ronmental<br><br>d | I. Student-Centered in class activity<br>A. Define and discuss "carrying capacity".<br>B. Students trace world, country, state, and city maps and color in terms of population density.<br>C. Students view and discuss film, "Family Planning" & filmstrips, "Population Statistics", "Population Trends" and "Evolution & Extinction".<br>D. Students write and read to class stories about living in a crowded world. (Ex.-living in a high-rise one-room efficiency apartment.)<br>E. Students create and play game on living in uncrowded, crowded, and overcrowded areas. (Ex.-Students make situation-solution cards, in uncrowded area they grow their own foods, in crowded they drive to supermarket & in overcrowded areas they walk or just choose foods they want off a large conveyor belt.<br>(Cont. on back) | II. Outside Resource and Community Activities |

| Resource and Reference Materials | Continued and Additional Sugge |
| --- | --- |
| Publications:<br>Population Bomb by Erhlich.<br>Expo '67 halibut pamphlet<br>1984 by George Orwell<br>Brave New World by Audus Huxley. | I. Cont.<br>F. Students clip and collect articles related to popula a value judgment on these |
| Audio-Visual:<br>I-C-E RMC<br>"Family Planning"<br>"Population Statistics"<br>"Population Trends"<br>"Evolution and Extinction" | |
| Community: | |

| terials | Continued and Additional Suggested Learning Experiences |
| --- | --- |
| uxley. | I. Cont.<br>F. Students clip and collect newspaper and magazine articles related to population growth and write a value judgment on these articles. |

CONCEPT

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area: Home Eco

Subject: Human Gr

Problem Orientation: Diseas Con

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXP | II. C A |
|---|---|---|
| Cognitive: Analyze interrelationship of disease, causes of disease, disease control, and the environmental ecosystem.<br>Affective: Forms judgments as to personal responsibilities for the control of disease.<br><br>Skills to be Learned<br>Identify communicable diseases<br>Discussion<br>Research<br>Diagraming | I. Student-Centered in class activity<br>A. Define communicable disease. Class discussion.<br>B. Identify communicable diseases and classify them according to the carrier:<br>1. man<br>2. air<br>3. water<br>4. plants<br>5. animals<br>Small group brainstorming & reading, write on board.<br>C. Each student research a disease and trace its cycle to determine<br>1. breeding ground<br>2. length of life<br>3. how prevented<br>Diagram the cycle and report to class. | |

isms interact among
r environment,
e unit called an

Discipline Area Home Economics

Subject Human Growth & Development

Problem Orientation Disease Control Grade Advanced

| IVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| nter-<br>se,<br>sease<br>ron-<br><br>gments<br>sibili-<br>of | I. Student-Centered in class activity<br>A. Define communicable disease. Class discussion.<br>B. Identify communicable diseases and classify them according to the carrier:<br>1. man<br>2. air<br>3. water<br>4. plants<br>5. animals<br>Small group brainstorming & reading, write on board.<br>C. Each student research a disease and trace its cycle to determine<br>1. breeding ground<br>2. length of life<br>3. how prevented<br>Diagram the cycle and report to class. | II. Outside Resource and Community Activities<br>A. Speakers such as public health nurse, doctor, dietician, or someone from the FDA. |
| e | | |

| Resource and Reference Materials | Continued and Additional Suggested Le |
| --- | --- |
| Publications:<br>Facts About Health Quackery, Better Business Bureau<br>Protecting Our Food, Yearbook of Agriculture, 1966, "Public Health Programs".<br><br>Audio-Visual:<br>"Rat Problem," BAVI<br>"The Careless Ones," Sterling<br>"Improving America's Health"<br>"Your Health, Disease and Control," BAVI<br>"Counter-Attack", Parke, Davis, & Co.<br>"Body Defenses Against Disease," BAVI<br><br>Community: | |

## Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

10. Short-term economic gains may produce long-term environmental losses.

Discipline Area: Home Econom

Subject: Human Growt

Problem Orientation: Careers i the Environme

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERIE | |
|---|---|---|
| Cognitive: Recognizes the variety of environmental job opportunities.<br>Affective: Be conscious of the environmental job opportunities that will help to conserve national resources.<br><br>Skills to be Learned<br>Self-analysis<br>Research and discussion<br>Graphic illustration | I. Student-Centered in class activity<br>A. Students choose and report on environmental careers.<br>Ex.-life scientist<br>aquatic biologist<br>biochemist<br>pathologist<br>B. Graphic illustration of things students value most and things they value least.<br>C. Choose three adjectives that best describe themselves and arrange for personal interview with teacher to discuss and defend choices.<br>D. Analysis games<br>1. reading palms<br>2. handwriting analysis<br>3. draw a house<br>E. Invite guest speakers in to talk to students about specific careers in the environment. Have them relate some necessary personal attributes for their specific careers. | II. Out<br>Comm |

economic gains may

erm environmental

Discipline Area Home Economics

Subject Human Growth & Development

Problem Orientation Careers in the Environment Grade Advanced

| OBJECTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| gnizes the<br>onmental<br>s.<br>onscious<br>ntal job<br>at will<br>national | I. Student-Centered in class activity<br>A. Students choose and report on environmental careers.<br>Ex.-life scientist<br>aquatic biologist<br>biochemist<br>pathologist<br>B. Graphic illustration of things students value most and things they value least.<br>C. Choose three adjectives that best describe themselves and arrange for personal interview with teacher to discuss and defend choices.<br>D. Analysis games<br>1. reading palms<br>2. handwriting analysis<br>3. draw a house<br>E. Invite guest speakers in to talk to students about specific careers in the environment. Have them relate some necessary personal attributes for their specific careers. | II. Outside Resource and Community Activities |
| rned<br><br>scussion<br>ation | | |

| Resource and Reference Materials | Continued and Additional Suggested Learning |
| --- | --- |
| Publications:<br>Career Education in the Environment, I-C-E RMC<br>The Place For You<br>Parke, Davis & Co.<br>P.O. 118<br>Detroit, Michigan 48232<br><br>Audio-Visual:<br>"A Time For Searching"<br>Modern Talking Picture Service, Inc.<br>1212 Avenue of Americas<br>New York<br>"The Bridge",<br>Nat. Assoc. of Mfgs. Film Service<br>277 Park Avenue<br>New York<br>"The Big Question",<br>New York Life Insurance Assoc.<br>600 Madison Avenue<br>New York<br><br>Community: | |

| erials | Continued and Additional Suggested Learning Experiences |
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| ironment, | |
| vice, Inc. | |
| Service | |
| soc. | |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

4. An adequate supply of pure water is essential for life.

Discipline Area: Home

Subject: Perso

Problem Orientation: Cons

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EX |
|---|---|
| Cognitive: Proposes ways to conserve an adequate supply of water essential for family living.<br><br>Affective: Develops changes in living to conserve an adequate supply of water for future use. | I. Student-Centered in class activity<br>A. View and discuss filmstrip, "Water Pollution - A Complex Problem".<br>B. Students list all uses of water in everday life. i.e. food preparation, food processing, bathing, washing dishes, disposal, etc.<br>1. Categorize into natural, industrial, sewage, thermal pollution.<br>C. Students view and discuss film, "Third Pollution", to see how communities can help manage and eliminate water pollution.<br>D. Invite a cookware salesman to demonstrate waterless cookery.<br>E. Students propose ways to conserve water. i.e. brick in toilet tank, quick shower, minimum bath water, use water from dehumidifier instead of throwing away, cut down or eliminate lawn sprinkling, suds saver, swim at lake or pool instead of home pool.<br>F. Students compile proposals into a survey and distribute (cont.) |
| Skills to be Learned<br>Listing<br>Viewing<br>Listening<br>Synthesize<br>Follow up | |

supply of pure

ial for life.

Discipline Area Home Economics

Subject Personal & Family Relations

Problem Orientation Consumer Ed. Grade Advanced

| CTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| s ways to te supply for<br><br>s changes rve an water | I. Student-Centered in class activity<br>A. View and discuss filmstrip, "Water Pollution - A Complex Problem".<br>B. Students list all uses of water in everday life. i.e. food preparation, food processing, bathing, washing dishes, disposal, etc.<br>1. Categorize into natural, industrial, sewage, thermal pollution.<br>C. Students view and discuss film, "Third Pollution", to see how communities can help manage and eliminate water pollution.<br>D. Invite a cookware salesman to demonstrate waterless cookery.<br>E. Students propose ways to conserve water. i.e. brick in toilet tank, quick shower, minimum bath water, use water from dehumidifier instead of throwing away, cut down or eliminate lawn sprinkling, suds saver, swim at lake or pool instead of home pool.<br>F. Students compile proposals into a survey and distribute (cont.) | II. Outside Rescource and Community Activities<br>A. Visit sewage disposal plant to see how sewage water is treated before it is returned to water supply.<br>B. Visit water dept. to see how water is treated before it is piped to home or business. |
| ed | | |

| Resource and Reference Materials | Continued and Additional Suggested Le |
| --- | --- |
| Publications:<br>Water Pollution and You, Wisconsin University County Ext.<br>What Every Woman Should Know and Do About Pollution, Betty Ann Ottinger, 1970<br>The House We Live In, An Environmental Reader, Sheridan Blau and Jolna V.B. Rodenbeck, MacMillan, 1971<br>Your Environment and What You Can Do About It, A Citizen's Guide, Richard Saltonstall, Jr., Walker and Co., 1970<br>Everybody's Ecology, Shelley Grassman, Grosset and Dunlap, New York, 1970<br>What You Can Do About Water Pollution, #7700-088 and Groups That Can Help You Protect Your Environment, #7700-086, Consumer Product Information P.O. Box 1205 Arlington, Va. 22210<br><br>Audio-Visual:<br>Third Pollution,#6928, BAVI<br>What Are We Doing To Our World, #7251-7252, BAVI<br>Ecology and Man Series - set of 3, The Management of Water, I-C-E RMC<br>Water Pollution - A Complex Problem, I-C-E RMC<br><br>Community:<br>Sewage treatment plant<br>Water department | I. (cont.)<br>throughout community to see if pe<br>the proposed ideas.<br>1. Report findings back to class. |

| terials | Continued and Additional Suggested Learning Experiences |
|---|---|
| ty Ext.<br>ow and<br>Ann<br><br>nviron-<br>lau and<br>Millan,<br><br>You Can<br>Guide,<br>Walker<br><br>ey<br>Lap, New<br><br>otect<br>6,<br>on<br><br><br><br>rld,<br><br>t of 3,<br>-C-E RMC<br>Problem, | I. (cont.)<br>throughout community to see if people could accept the proposed ideas.<br>1. Report findings back to class. |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 4. An adequate supply of pure water is essential for life.

Discipline Area: Hom

Subject: Man / Res

Problem Orientation:

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNI |
|---|---|
| Cognitive: Comprehends the effect of household water consumption environment.<br><br>Affective: Develops a personal plan in the use of household water. | I. Student-Centered in class activity<br>A. Students list all appliances in the home which use water.<br>1. Compare the amount of water used in various types of washing machines floor scrubbers, humidifi dishwashers, etc.<br>2. Students note the amount water used in the family washing machine for one week and calculate the amount which could be saved by running only full loads or using a suds saver.<br>B. Students introduce small amou of algae into beakers of wat and add varying amounts of phosphorous to discover how phosphate detergent waste affects the environment.<br>C. Students list recommendations for conserving water in the household by using appliances with care. |
| Skills to be Learned<br>Comparing<br>Computing<br>Reporting<br>Drawing conclusions | |

pure

fe.

Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Housing Grade Advanced

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Students list all appliances in the home which use water.

1. Compare the amount of water used in various types of washing machines, floor scrubbers, humidifiers, dishwashers, etc.
2. Students note the amount of water used in the family washing machine for one week and calculate the amount which could be saved by running only full loads or using a suds saver.

B. Students introduce small amounts of algae into beakers of water and add varying amounts of phosphorous to discover how phosphate detergent waste affects the environment.

C. Students list recommendations for conserving water in the household by using appliances with care.

II. Outside Resource and Community Activities

A. County Extension agent to talk about methods of conserving water in the home.

B. Appliance dealers to talk about water use and features of different water using appliances in the home.

| Resource and Reference Materials | Continued and Additional Suggest |
| --- | --- |
| Publications:<br>Consumer Report Yearbook, 1971 (water consumption)<br>Home Appliances (Better Business Bureau)<br>What You Can Do About Water Pollution, #7700-088<br>Consumer Product Information<br>P. O. Box 1205<br>Arlington, Va. 22210<br>Tragedy in the Laundramat, I-C-E RMC<br>Planning Your New Water System, Flint & Walling Manufacturing<br>Guide to Modern Water Service<br>Gould's Pump<br><br>Audio-Visual:<br>City Water Supply, BAVI<br>Water Supply, BAVI<br><br>Community: | |

| s | Continued and Additional Suggested Learning Experiences |
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ESEA Title III - 59-70-0135-2 Project I-C-E

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|---|---|---|
| CONCEPT | 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life. | Discipline Area Hom<br>Subject Pers<br>Problem Orientation C |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING E |
|---|---|
| Cognitive: Infers the role the availability of resources plays on the quality of family life.<br><br>Affective: Appreciates the role the availablity of resources plays on the quality of family life. | I. Student-Centered in class activity<br>A. Students research and list family kitchen equipment in ancient, medieval, pioneer and modern kitchens.<br>Example -<br>1. Ancient - bowl & mortar<br>2. Pioneer - cast iron pan<br>3. Modern - dishwasher, electric percolator |
| Skills to be Learned<br>Researching<br>Listing<br>Graphic illustration<br>Role playing<br>Writing | B. Students make a bulletin board of types of outside construction of homes in different parts of the world and discuss the natural resources needed to make these homes.<br>Examples -<br>1. Paper house - Japan<br>2. Wood - U.S.<br>3. Adobe - Mexico<br>4. Stone - Europe<br>C. Students role play a typical day's activities in different historical eras.<br>Examples -<br>1. Ancient - women gather berries, roots, (cont.) |

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Discipline Area Home Economics

Subject Personal & Family Relations

Problem Orientation Consumer Grade Advanced

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Students research and list family kitchen equipment in ancient, medieval, pioneer and modern kitchens.
Example -
1. Ancient - bowl & mortar
2. Pioneer - cast iron pan
3. Modern - dishwasher, electric percolator

B. Students make a bulletin board of types of outside construction of homes in different parts of the world and discuss the natural resources needed to make these homes.
Examples -
1. Paper house - Japan
2. Wood - U.S.
3. Adobe - Mexico
4. Stone - Europe

C. Students role play a typical day's activities in different historical eras.
Examples -
1. Ancient - women gather berries, roots, (cont.)

II. Outside Resource and Community Activities

| Resource and Reference Materials | Continued and Additional Suggest |
| --- | --- |
| Publications:<br>Periodicals:<br>"Changing Times"<br>"Forecast"<br>"What's New in Home Ec"<br>"Better Homes & Gardens" | I. (cont.)<br>etc. skins and cleans hus<br>washes clothes in river a<br>2. Modern - woman puts toast<br>coffee, curls hair with e<br>D. Students write an essay, "Wh<br>like if half of the electric<br>were not available". |
| Audio-Visual:<br>"Home Around the World," BAVI<br>"Your Space Age Kitchen" - Sears<br>"New Room in Your Kitchen",<br>Rubbermaid | |
| Community:<br>Old woman in area to talk about housework in olden days<br>Utility company to talk about homes in the future | |

Continued and Additional Suggested Learning Experiences

I. (cont.)
   etc. skins and cleans husband's "catch", cooks, washes clothes in river and tends the fire.
   2. Modern - woman puts toast in toaster, plugs in coffee, curls hair with electric curlers, etc.

D. Students write an essay, "What my life would be like if half of the electricity, gas and water were not available".

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area: Home
Subject: Mana / Resc
Problem Orientation:

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING |
|---|---|
| Cognitive: Analyzes the role of the consumer in terms of economic factors and the status of man's values and attitudes towards his environment.<br><br>Affective: Assumes responsibility for consuming to protect the environment.<br><br>Skills to be Learned<br>Financial planning<br>Discussing<br>Identifying | I. Student-Centered in class activity<br>A. Students define the family.<br>B. Students discuss family and individual life cycle.<br>1. Discuss how the family life cycle affects consuming habits. (Example - Families with young children buy toys.)<br>2. Discuss how the individual life cycle affects consuming habits. (Example - A young career girl buys many clothes, teenager buys many records.)<br>C. Students draw parallel flow charts of the individual and family life cycles.<br>1. Child rearing stage<br>a. Baby<br>b. Preschooler<br>c. School<br>d. Preadolescent<br>e. Young adult (launching stage)<br>D. Students brainstorm to determine what stages in the family and individual life cycle would be the (cont.) |

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Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Consumer Grade Advanced

| CTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| s the<br>er in<br>factors<br>man's<br>es<br>nment.<br><br><br>ct the | I. Student-Centered in class activity<br>A. Students define the family.<br>B. Students discuss family and individual life cycle.<br>1. Discuss how the family life cycle affects consuming habits. (Example - Families with young children buy toys.)<br>2. Discuss how the individual life cycle affects consuming habits. (Example - A young career girl buys many clothes, teenager buys many records.)<br>C. Students draw parallel flow charts of the individual and family life cycles.<br>1. Child rearing stage<br>a. Baby<br>b. Preschooler<br>c. School<br>d. Preadolescent<br>e. Young adult (launching stage)<br>D. Students brainstorm to determine what stages in the family and individual life cycle would be the (cont.) | II. Outside Resource and Community Activities<br>A. Local bank official to speak on financial planning for families and individuals. |
| ed | | |

| Resource and Reference Materials | Continued and Additional Sugg |
| --- | --- |
| Publications:<br>Erik Erikson, Childhood and Society,<br>Penny's Value Kit<br><br>Audio-Visual:<br>Life cycle transparencies "Forecast Marriage and Money", Institute of Life Ins.<br>"Basics for Family Living: Management", BAVI<br>"Financing a New Partnership", Penny's<br><br>Community: | I. (cont.)<br>happiest and why these<br>E. Students interview a v<br>determine values in re<br>cycle.<br>1. When you were first<br>important to you?<br>2. When your first chi<br>most important to y<br>3. When you had presch<br>most important to y<br>F. Students plan a househ<br>at three different sta<br>cycle to determine how<br>resources are used at<br>G. Students list material<br>purchased because of s<br>discuss how these purch<br>environment. |

Continued and Additional Suggested Learning Experiences

I. (cont.)
happiest and why these times would be happy.

E. Students interview a variety of families to determine values in relation to the family life cycle.
1. When you were first married - what was most important to you?
2. When your first child was born, what was most important to you?
3. When you had preschool children what was most important to you? Etc.

F. Students plan a household budget for a family at three different stages of the family life cycle to determine how many environmental resources are used at each stage.

G. Students list material things that would be purchased because of specific values and discuss how these purchases would affect the environment.

ESEA Title III - 59-70-0135-2 Project I-C-E

| CONCEPT | | |
|---|---|---|
| | 8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment. | Discipline Area<br>Subject<br>Problem Orienta |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEA |
|---|---|
| Cognitive: Analyzes the effects man's values and attitudes have on selecting housing.<br><br>Affective: Weighs values and attitudes in selecting housing. | I. Student-Centered in class activity<br>A. Research and discuss the various types of housing<br>B. View and discuss film, "Homes Around the World"<br>C. Students bring rental ads to school.<br>D. Students compute total cost for renting. (Example - Security deposit, utilities, phon rent, insurance, etc.)<br>E. Compute total cost of owning a mobile home. (Buying cost, license, taxes, lot rent, insuran accessories, etc.)<br>F. Visit a mobile home deal ship to compare styles, quality and price range.<br>G. Compute the cost of buyi a house. (Initial cost, closing cost, moving, ta upkeep, landscape, insu<br>H. Students make a bulletin board using computations illustrations of owning mobile home, renting and buying or building a hou (co |
| Skills to be Learned<br>Research<br>Viewing<br>Discussing<br>Computing<br>Graphic illustration | |

onomic, social, and

rs determine status

and attitudes

ronment.

Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Consumer Ed. Buying a House Grade Advanced

| TIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| the<br>s and<br><br>alues<br>lecting | I. Student-Centered in class activity<br>A. Research and discuss the various types of housing.<br>B. View and discuss film, "Homes Around the World".<br>C. Students bring rental ads to school.<br>D. Students compute total cost for renting. (Example - Security deposit, utilities, phone, rent, insurance, etc.)<br>E. Compute total cost of owning a mobile home. (Buying cost, license, taxes, lot rent, insurance, accessories, etc.)<br>F. Visit a mobile home dealership to compare styles, quality and price range.<br>G. Compute the cost of buying a house. (Initial cost, closing cost, moving, taxes, upkeep, landscape, insurance)<br>H. Students make a bulletin board using computations & illustrations of owning a mobile home, renting and buying or building a home. (cont.) | II. Outside Resource and Community Activities<br>A. Students should contact:<br>1. Contractor - on what to check when buying a home.<br>2. Mobile home dealer - cost & style of mobile homes.<br>3. Realtor - how to find a good place to live. |
| ed<br><br>on | | |

| Resource and Reference Materials | Continued and Additional Sugges |
| --- | --- |
| Publications:<br>The House We Live In, An Environmental Reader, Sheridan Blau and John V.B. Rodenbeck, MacMillan, 1971<br>Homes With Character, Craig & Rush<br>Homemaking for Teenagers, Book 2<br>Designs for Low Cost Wood Homes, #0101-0019 and<br>Selecting and Financing A Home, #0100-1127, Consumer Product Information, P.O. Box 1205 Arlington, Va. 22210<br>Morton, Ruth & others, The Home, Its Furnishings & Equipment, McGraw-Hill<br>Housing Today, Helper, Donald E. and Paul I. Wallach, McGraw-Hill<br>Buying or Selling Your Home, Denton, John H., Barrows, n.d.<br><br>Audio-Visual:<br>Homes Around the World, BAVI, #4010<br>Visual Products Division, 3 M Co., 3 M Center, St. Paul, Minn. 55101<br>Home Styles Values and Goals<br>Attitudes & Manner: Their Influence on Accomplishments<br>The Rational Decision - Making Process<br>Home Management - Outside Influence<br><br>Community: | I. (cont.)<br>I. Based on the information paper on the type of hous and features they would i |

## ntinued and Additional Suggested Learning Experiences

(cont.)

I. Based on the information above, students write a paper on the type of housing they would select and features they would include.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area

Subject

Problem Orientati

| BEHAVIORAL OBJECTIVES | SUGGESTED LEA |
|---|---|
| Cognitive: Analyzes possible methods of managing family resources to preserve the environment.<br><br>Affective: Forms judgments as to responsibility for managing family resources to preserve the environment. | I. Student-Centered in clas activity<br>A. Students brainstorm to discover resources the families are wasting. (Ex. - Dusty backyard, thrown-out food, cloth in the back of the clo leaving lights on, flu kleenex down the toil nearby parks, using ca pop, throwing out lawn clippings, etc.)<br>B. Each student chooses o form of family waste researches methods of conserving this waste.<br>C. Each student make a li poster, cartoon, etc. used in the home as a reminder to save reso (Ex. - Sign by bathro light switch with old shaking her finger & "turn out the light")<br>D. Students collect food and make a new dish.<br>E. Students remake some articles. |
| Skills to be Learned<br>Brainstorming<br>Researching<br>Informal Discussion<br>Graphic illustration<br>Food preparation<br>Clothing remaking | |

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Discipline Area Home Economics

Subject Personal and Family Relations

Problem Orientation Consumer Grade Advanced

| ible<br>ly<br>e<br><br>ts<br>s<br>ent. | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| | I. Student-Centered in class activity<br>A. Students brainstorm to discover resources their families are wasting. (Ex. - Dusty backyard, thrown-out food, clothes in the back of the closet, leaving lights on, flushing kleenex down the toilet, nearby parks, using canned pop, throwing out lawn clippings, etc.)<br>B. Each student chooses one form of family waste and researches methods of conserving this waste.<br>C. Each student make a little poster, cartoon, etc. to be used in the home as a reminder to save resources. (Ex. - Sign by bathroom light switch with old lady shaking her finger & saying "turn out the light")<br>D. Students collect food scraps and make a new dish.<br>E. Students remake some clothing articles. | II. Outside Resource and Community Activities<br>A. Class go on a field trip to municipal sewage plant. On the way home, stop at garbage dump or salvage yard to observe types of waste.<br>B. Class visit resale store to determine how items can be used.<br>C. Have a professional seamstress show how to remake clothes.<br>D. Institutional cook to speak on how to use left-overs. |

| Resource and Reference Materials | Continued and Additional Suggested L |
|---|---|
| Publications:<br>"Just What Are You Worth Today?",<br>Better Homes and Gardens<br>1716 Locust Street<br>Des Moines, Iowa 50303<br>"A Place to Live"<br>National Audubon Society<br>950 3rd Avenue<br>New York, N.Y. 10022<br><br>Audio-Visual:<br>"Recycling Resources" - I-C-E RMC<br>"The Junk Dump" - I-C-E RMC<br>"The Stream" - I-C-E RMC<br><br>Community:<br>Seamstress<br>Institutional cook<br>Sewage plant<br>Garbage dump<br>Salvage yard<br>Resale store | |

## Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

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|---|---|---|
| CONCEPT | 10. Short-term economic gains may produce long-term environmental losses. | Discipline Area<br>Subject<br>Problem Orientat |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEA |
|---|---|
| Cognitive: Evaluate the effect short-term economic gains have on long-term environmental losses and their relationship to the family.<br><br>Affective: Judges actions based on long-term environmental effects. | I. Student-Centered in class activity<br>A. List individual short-te and long-term goals. (Ex. Short-term goal: ne dress for Friday night's date. Long-term goals: marriage, children, hous children's schooling)<br>B. List 25 favorite activit and determine wheter or activities are helping t achieve short-term or lo term goals.<br>1. Students make line gr using these factors i determining achieveme of goals.<br>a. Time<br>b. Cost<br>c. How often done<br>d. Energy<br>C. Identify economic goals case studies.<br>D. Students write situation that are economically inexpensive now but cost to environment in the lo<br>E. Story building - 3 parts |
| Skills to be Learned<br>Decision making<br>Party planning<br>Interviewing techniques<br>Identification of goals | (cont.) |

economic gains may

rm environmental

Discipline Area Home Economics

Subject Personal & Family Relations

Problem Orientation Consumer Ed. Grade Advanced

| IVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| the<br>on<br>ntal<br>lation-<br>ctions<br>ts. | I. Student-Centered in class activity<br>A. List individual short-term and long-term goals. (Ex. Short-term goal: new dress for Friday night's date. Long-term goals: marriage, children, house, children's schooling)<br>B. List 25 favorite activities and determine wheter or not activities are helping to achieve short-term or long-term goals.<br>1. Students make line graph using these factors in determining achievement of goals.<br>a. Time<br>b. Cost<br>c. How often done<br>d. Energy<br>C. Identify economic goals in case studies.<br>D. Students write situations that are economically inexpensive now but costly to environment in the long run.<br>E. Story building - 3 parts.<br>(cont.) | II. Outside Resource and Community Activities<br>A. Interview community business, political, etc. persons to determine short-term economic gain that would result in long-term environment losses.<br>Sample questions:<br>1. What are some things you could do to achieve short-term economic gain which would result in long-term environmental losses?<br>2. What are your specific economic goals?<br>3. What are some methods you could employ to achieve economic goals?<br>4. Do you see your business or industry as having any effect on the environment.<br>(cont.) |
| ed<br>ques<br>goals | | |

| Resource and Reference Materials | Continued and Additional Sugges |
| --- | --- |
| Publications:<br>Career Education in the Environment, I-C-E RMC<br>A Handbook for Environmental Action--What Can I Do?<br>I-C-E RMC<br><br>Audio-Visual:<br>Conservation of Natural Resources, #0467, BAVI<br>Conservation Road: Story of Our Natural Resources, #0468 BAVI<br>"Junk Dump", I-C-E RMC<br>"Jobs", J. C. Penny<br><br>Community: | I. (cont.)<br>Examples:<br>1. Paper plates vs dishes<br>2. Pollution vs recycling<br>3. Family living vs garba<br>F. Plan and carry out a part long-term environmental e<br>G. Investigate career goals of economic gain, environ life.<br>Example:<br>Career goal farmer<br>Economic gain questi<br>Environmental loss depend techn<br>Family life genera<br><br>II. (cont.)<br>5. Do you see your business family life?<br>6. Do family considerations hiring or firing policies<br><br>Students use answers as a st student-teacher analysis. |

| | Continued and Additional Suggested Learning Experiences |
|---|---|
| | I. (cont.)<br>Examples:<br>1. Paper plates vs dishes<br>2. Pollution vs recycling<br>3. Family living vs garbage dump<br>F. Plan and carry out a party that would have no long-term environmental effects.<br>G. Investigate career goals and evaluate in terms of economic gain, environmental loss and family life.<br>Example:<br>Career goal — farmer<br>Economic gain — questionable<br>Environmental loss — depends upon farming techniques<br>Family life — generally close knit<br><br>II. (cont.)<br>5. Do you see your business as having any effect on family life?<br>6. Do family considerations have any effect on your hiring or firing policies?<br><br>Students use answers as a stimulus for discussion and student-teacher analysis. |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

Discipline Area Home Econom

Subject Personal &

Problem Orientation Consumer

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERI | II. O Co |
|---|---|---|
| Cognitive: Comprehends the role family waste disposal has on the environment.<br><br>Affective: Accepts responsibility for disposing of family waste to protect the environment. | I. Student-Centered in class activity<br>A. Students record everything in the home tossed out, disposed of, etc. for one week.<br>B. Students classify garbage as burnable, solid, recyclable, in water or in air.<br>C. Students view and discuss the following films in terms of waste disposal and its effect on the environment: "Junk dump", "The Stream", "Garbage" or "The Gifts".<br>D. Students write laws that may feasibly be enforced in the near future for control of family wastes & discuss results of not following these laws.<br>1. Outlaws garbage disposals.<br>2. Limited lawn sprinkling, etc. | A.<br><br>B.<br><br>C. |
| Skills to be Learned<br>Writing<br>Discussing<br>Viewing<br>Classifying<br>Recording | | |

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Discipline Area Home Economics

Subject Personal & Family Relations

Problem Orientation Consumer Ed. Grade Advanced

| | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| | I. Student-Centered in class activity<br>A. Students record everything in the home tossed out, disposed of, etc. for one week.<br>B. Students classify garbage as burnable, solid, recyclable, in water or in air.<br>C. Students view and discuss the following films in terms of waste disposal and its effect on the environment: "Junk dump", "The Stream", "Garbage" or "The Gifts".<br>D. Students write laws that may feasibly be enforced in the near future for control of family wastes & discuss results of not following these laws.<br>1. Outlaws garbage disposals.<br>2. Limited lawn sprinkling, etc. | II. Outside Resource and Community Activities<br>A. County planner - speak about current problems in waste disposal.<br>B. School janitor - speak to students about how they could help control waste in school.<br>C. Garbage collector - speak to students on how people can make his job easier by doing some things at home. Example - flattening cans, separating cans from paper, etc. |

| Resource and Reference Materials | Co |
| --- | --- |
| Publications:<br>"Solid Waste Disposal", Brown County Planner<br>"Solid Waste and You", University of Wisconsin-Extension | |
| Audio-Visual:<br>"No Time to Waste", (filmstrip kit) I-C-E RMC<br>"Recycling Resources", (filmstrip kit) I-C-E RMC<br>"Solid Waste - A New Pollutant", (filmstrip kit) I-C-E RMC<br>Films:<br>"The Gifts", I-C-E RMC<br>"The Stream", I-C-E RMC<br>"Junkdump", I-C-E RMC<br>"Garbage", I-C-E RMC<br>"Pollution is a Matter of Choice", BAVI, #7483<br>"3rd Pollution", BAVI, #6928 | |
| Community:<br>County planner<br>Garbage collector<br>Sanitary engineer<br>Janitor | |

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| ials | Continued and Additional Suggested Learning Experiences |
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| noice", | |
| 8 | |

| CONCEPT | | |
|---|---|---|
| 11. Individual acts, duplicated or compounded, produce significant environmental alterations over time. | Discipline Area | Home Ec |
| | Subject | Manager Resourc |
| | Problem Orientation | Hous |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNIN |
|---|---|
| Cognitive: Comprehends how the use of the design elements in housing produce significant environmental alterations over time.<br><br>Affective: Shows awareness of the effects designs of housing, play on the environment<br><br>Skills to be Learned<br><br>Expressing feelings<br>Searching<br>Identifying<br>Discussing | I. Student-Centered in class activity<br>A. Teacher holds up large colored pieces of tag board and students write how they feel about specific colors (examples red - warm, fire, excitement, danger)<br>B. Teacher introduces color wheel and color schemes (monochromatic, analogous, complementary, split complementary, traditional) Students collect magazine room pictures demonstrating different color schemes.<br>C. Teacher introduces basic lines ( \ , — , ⌒ , ⁄ )<br>D. Students collect magazine room pictures in which one type of line predominates.<br>1. Teacher introduces various textures (shiny, rough, smooth, fine, heavy, etc.)<br>2. Students collect various magazine room pictures in which one type of texture predominates<br>E. Student discussion of the type of living environment they want (cont.) |

cated Discipline Area Home Economics

ificant Subject Management of Personal and Family Resources

ver time. Problem Orientation Housing Grade Beginning

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Teacher holds up large colored pieces of tag board and students write how they feel about specific colors (examples red - warm, fire, excitement, danger)
   B. Teacher introduces color wheel and color schemes (monochromatic, analogous, complementary, split complementary, traditional) Students collect magazine room pictures demonstrating different color schemes.
   C. Teacher introduces basic lines ( \ , — , ⁀ , / )
   D. Students collect magazine room pictures in which one type of line predominates.
      1. Teacher introduces various textures (shiny, rough, smooth, fine, heavy, etc.)
      2. Students collect various magazine room pictures in which one type of texture predominates
   E. Student discussion of the type of living environment they want (cont.)

II. Outside Resource and Community Activities
   A. Local interior decorator to discuss creating living environments.
   B. Florist or naturalist to discuss bringing the outdoors indoors.

| Resource and Reference Materials | Continued and Additional Su |
| --- | --- |
| Publications:<br>Caprolan Color Quiz Book<br>Allied Chemical Corp.<br>61 Broadway<br>N.Y., N.Y. 10006<br>Color Wheel Coordinator<br>Carpet Marketing<br>E.I. du Pont de Nemours & Co., Inc.<br>Wilmington, Del. 19898<br><br>Audio-Visual:<br>"Decorating and Planning Your Home -- Some Basic Ideas"<br>DAVI 6786<br>"Decorating Made Easy" Sears<br>"Design for Living" DAVI 0722<br>"Color" $4.00 DAVI 7341<br>"Color Keying In Art and Living"<br>$3.50 DAVI 0453<br>"Use Color with Confidence" Rit Dye<br>Best Foods Div., Corn Product Co.,<br>717 - 5th Ave, N.Y., N.Y. 10022<br>"Color Newsreel" Modern, 1212 Ave of Am., N.Y., N.Y. 10036<br><br>Community: | I. (cont.)<br>to create (exciting, res<br>achieve this through col |

ontinued and Additional Suggested Learning Experiences

. (cont.)
to create (exciting, restful, natural, etc.) and how to achieve this through color, line and texture.

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CONCEPT 4. An adequate supply of pure water is essential for life.

Discipline Area Home

Subject Managem resourc

Problem Orientation L

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING |
|---|---|
| Cognitive: Analyzes the effects of laundry products in terms of their cleaning ability and influence on purity of water.<br><br>Affective: Belief in the importance of informed use of laundry products in maintaining and improving water quality.<br><br>Skills to be Learned<br><br>Research<br>Observing<br>Drawing Conclusions<br>Recording<br>Experimentation<br>Charting Techniques | I. Student-Centered in class activity<br>A. Students develop class notebook on their readings and research on water pollution resulting from household chemicals.<br>B. Students bring in boxes and bottles of laundry products<br>1. examine variety and labels.<br>C. Perform tests on detergents in terms of water quality (acid, alkali, solids) and effects on fabrics (tensil strength, color, shrinkages, resiliency)<br>1. Chart results and compare products<br>D. In small groups, students test various laundry products on various fabrics<br>1. Compare results, especially according to phosphate level in detergents and amounts used. (cont.) |

Discipline Area Home Economics

Subject Management of personal and family resources

Problem Orientation Laundry Grade beginning or intermediate

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Students develop class notebook on their readings and research on water pollution resulting from household chemicals.
   B. Students bring in boxes and bottles of laundry products
      1. examine variety and labels.
   C. Perform tests on detergents in terms of water quality (acid, alkali, solids) and effects on fabrics (tensil strength, color, shrinkages, resiliency)
      1. Chart results and compare products
   D. In small groups, students test various laundry products on various fabrics
      1. Compare results, especially according to phosphate level in detergents and amounts used. (cont.)

II. Outside Resource and Community Activities
   A. Chemistry Department to perform tests on water samples to determine purity.
   B. Home economist from utility company to speak to class on laundry techniques.

| RESOURCE AND REFERENCE MATERIALS | Continued and Additio |
| --- | --- |
| Publications:<br>Soaps and Detergents for Home Laundering, 0100-1318 Consumer Product Information, P. O. Box 1205, Arlington, VA 22210<br>"Consumer Reports"<br>"The Detergent Dilemma", Jan. 1971<br>Good Housekeeping<br>"Laundry Techniques for Modern Washers", Forecast for Home Economics, Sept. 1971<br>"Primer for Home Laundry" "Planning Home Laundry Center" available from Maytag<br>"Laundry Know-How" (booklet free from public utility company<br>Detergent Phosphates and the Environment, FMC Corp., Inorganic Chemicals Division, 633 Third Ave, N.Y., N.Y. 10017<br><br>Audio-Visual:<br>Dirty Water - simulation game, I-C-E RMC<br>"The Stream", I-C-E RMC<br>"Today's Easier Washday" available from Proctor & Gamble<br><br>Community:<br><br>Dept. of Natural Resources<br>Wisconsin Public Service | I. d. (cont.)<br>Test could include bleaches, bluing<br>2. Chart results.<br>E. Take water sample by chemistry depa<br>F. Study current leg water supply. |

nued and Additional Suggested Learning Experiences

(cont.)

st could include soaps, detergents, softeners,
eaches, bluing agents, disinfectants.

Chart results.

ke water samples and have them tested for purity
chemistry department.

udy current legislation related to laundry products,
ater supply.

| CONCEPT | 10. Short-term economic gains may produce long-term environmental losses. | Discipline Area: Hom<br>Subject: Perso<br>Problem Orientation: Ho (T |
|---|---|---|

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING |
|---|---|
| Cognitive: Comprehends how over-consuming for home remodeling affects the environment.<br><br>Affective: Appreciates h housing for its aesthetic lines, proportions and colors rather than the current style. | I. Student-Centered in class activity<br>A. Students walk through neighborhood around school<br>1. Teacher points out styles in housing of different time periods.<br>2. Teacher points out roofing colors in different time periods.<br>3. Teacher points out window and decorative features in different time periods.<br>4. Students work on scavenger sheets to find different styles of housing (Cape Cod, ranch, Swiss, Victorian, etc.) different styles of windows (bay, picture, dormer, sliding, swinging, permanent)<br>5. Students note features (lines, colors, proportions, etc.) that they find pleasing.<br>B. Class selects one house to analyze for remodeling. |
| Skills to be Learned<br>Observing<br>Analyzing<br>Drawing | |

ains may

ental

Discipline Area Home Economics

Subject Personal and family relations

Problem Orientation Housing (Remodeling) Grade Intermediate

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Students walk through neighborhood around school
      1. Teacher points out styles in housing of different time periods.
      2. Teacher points out roofing colors in different time periods.
      3. Teacher points out window and decorative features in different time periods.
      4. Students work on scavenger sheets to find different styles of housing (Cape Cod, ranch, Swiss, Victorian, etc.) different styles of windows (bay, picture, dormer, sliding, swinging, permanent)
      5. Students note features (lines, colors, proportions, etc.) that they find pleasing.
   B. Class selects one house to analyze for remodeling.

II. Outside Resource and Community Activities
   A. Contractor talk on housing style.
   B. Art instructor talk on line, color and proportion in housing.
   C. Interior decorator talk on aesthetics in housing exteriors.

| Resource and Reference Materials | Continued and Additiona |
| --- | --- |
| Publications:<br>The Home, Morton & Others<br>Homes with Character, Craig & Rush<br>How to Get the Most for Your Money When You Buy a Home, American Land Title Assn., 725 Eye St., N.W., Washington, D.C. 20006<br>How to Buy a Good Window, Anderson Corp., Bayport, Minnesota 55003<br>Home Improvement Booklets, Better Homes for All America, Dept. BN5, 1716 Locust, Des Moines, Iowa 50303<br>What you Should Know Before you Buy a Home:, Modern, 1212 Ave of Am., N.Y., N.Y. 10036<br><br>Audio-Visual:<br><br>Community:<br>Contractor<br>Interior Decorator | 1. Class views pictures undesirable features<br>2. Each student draws a feature (example: an center front of the corner)<br>3. Students list money make the changes and warranted or not. |

| aterials | Continued and Additional Suggested Learning Experiences |
| --- | --- |
| g & Rush<br>ur Money<br>can Land<br>I.W.,<br><br>Anderson<br>55003<br>Better<br>t. BM5,<br>owa<br><br>e you<br>Ave of | 1. Class views pictures of house and list desirable and undesirable features.<br>2. Each student draws a solution for one undesirable feature (example: an eavestrough that drains in the center front of the house could be moved to a front corner)<br>3. Students list money and natural resources needed to make the changes and determine whether they are warranted or not. |

| | | |
|---|---|---|
| CONCEPT | 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity. | Discipline Area Hom<br>Subject Man / Res<br>Problem Orientation |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNI |
|---|---|
| Cognitive: Analyzes the effect of exceeding city carrying capacity on quality of life.<br><br>Affective: Believes in the importance of planning for land use.<br><br>Skills to be Learned<br>Map reading<br>City planning<br>Decision making<br>Gathering facts<br>Creative small group problem solving<br>Critical thinking | I. Student-Centered in class activity<br>A. Students identify the problems that result in over-crowding urban areas Ex. Crime, dumps, poor schools, substandard housing, unemployment, noise, pollution, traffic.<br>B. Read case studies on zonin regulations changes and how they affect residents. Ex: Young couple moves int neighborhood and find out an apartment developer is trying to build an apart-ment complex in the neighborhood--requires zoning regulation changes.<br>1. Debate pros and cons.<br>2. Conclusive/decision<br>C. Students create own case studies in small groups.<br>D. Speaker or study of zoning regulations and city plann-ing .<br>E. Students use simulation gam (Con't) |

ental factors are limiting

rs of organisms living

influence, thus, each

has a carrying capacity.

Discipline Area Home Economics

Subject Management of Personal and Family Resources

Problem Orientation Housing-City Planning-Grade Adv.

| OBJECTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| lyzes the ding city y on<br><br>eves in f planning | I. Student-Centered in class activity<br>A. Students identify the problems that result in over-crowding urban areas Ex. Crime, dumps, poor schools, substandard housing, unemployment, noise, pollution, traffic. | II. Outside Resource and Community Activities<br>A. City Planner to speak to class about current problems in planning city, zoning regulations, etc. |
| rned<br><br><br>roup<br>g | B. Read case studies on zoning regulations changes and how they affect residents. Ex: Young couple moves into neighborhood and find out an apartment developer is trying to build an apartment complex in the neighborhood--requires zoning regulation changes.<br>1. Debate pros and cons.<br>2. Conclusive/decision<br>C. Students create own case studies in small groups.<br>D. Speaker or study of zoning regulations and city planning .<br>E. Students use simulation game (Con't) | |

| Resource and Reference Materials | Continued and Additional Suggeste |
| --- | --- |
| Publications:<br>Population Bomb, Paul Erhlick<br>A Good Life for All People, Year book, Dept. of Agriculture 1971<br>City and/or town maps--City or Town Halls<br><br>Audio-Visual:<br>Man and His Environment, Simulation game, Coca Cola Co, Project I-C-E RMC<br>"Don't Crowd Me" BAVI<br>"City and It's Region" BAVI<br>"Cars or People" BAVI<br>"City in Crisis: What's Happening?" BAVI<br>"City Reborn" BAVI<br>"Expanding City" BAVI<br>"Living City" BAVI<br>"Urban" BAVI<br><br>Community: | (Con't from I.)<br>"Man and His Environment"<br>F. Continuum play on the effects area. |

| terials | Continued and Additional Suggested Learning Experiences |
|---|---|
| lick<br>e, Year<br>e 1971<br>ty | (Con't from I.)<br>"Man and His Environment"<br>F. Continuum play on the effects of over-crowding an area. |
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|---|---|---|
| CONCEPT | 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food. | Discipline A<br>Subject<br>Problem Orie |

| BEHAVIORAL OBJECTIVES | SUGGESTE |
|---|---|
| Cognitive: Comprehends methods of air control in the home for comfortable living.<br><br>Affective: Appreciates the role clean air plays in maintaining comfortable living.<br><br>Skills to be Learned<br>Listing<br>Viewing<br>Listening | I. Student-Centered in clas activity<br>A. Students list methods is manipulated in the home (heated, humidif purified, etc.)<br>B. View and discuss Wisc sin Public Service sl series "Total Comfort Control"<br>C. Listen to speakers on way different equipme works. (Salesman des- cribes how dehumidifi takes water out of th air.) |

supply of clean air is

e most organisms

, through respiration,

nergy in their food.

Discipline Area Home Economics

Subject Management of Personal and Family Resources

Problem Orientation housing Grade Advanced

| TIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| ends<br>ol in the<br>living.<br><br>tes the<br>in<br>ble | I. Student-Centered in class activity<br>A. Students list methods air is manipulated in the home (heated, humidified, purified, etc.)<br>B. View and discuss Wisconsin Public Service slide series "Total Comfort Control"<br>C. Listen to speakers on way different equipment works. (Salesman describes how dehumidifier takes water out of the air.) | II. Outside Resource and Community Activities<br>A. Furnace and appliance repairman speak to class on different types of furnaces available, i.e. forced air, hot water, etc.<br>B. Appliance salesman speaks on different types of appliances and how they function, i.e. humidifier, dehumidifier. |

| Resource and Reference Materials | Continued and Additional Suggest |
| --- | --- |
| Publications:<br>Three Giant Steps to Clean Air<br>7700-089 Consumer Product Info.<br>P. O. Box 1205<br>Arlington, VA. 22210<br>Air Pollution, John Quigley<br>Local Extension Service<br>Are You Polluting Your Own Home?<br>Science Digest 66:22-6<br>Facts About Gas Heaters, Gas Appliance Mfg. Assn, 60 E. 42nd St., NY, NY 10017<br>Room Air Conditioners, Air Conditioning Dept., G. E. Applaince Park, Louisville, Ky 40225<br>Home Ventilating Fans, Hunter Div., Robbins & Meyers, Inc.<br>2500 Frisco Ave, Memphis, Tenn. 38114<br><br>Audio-Visual:<br>"Total Comfort Control", Wis. Public Service<br>Smog - simulation gave, I-C-E RMC<br>"Air Pollution" 0678 - $4.00 BAVI<br><br>Community:<br><br>Appliance Stores<br>Furnace Manufacturers | |

| als | Continued and Additional Suggested Learning Experiences |
| --- | --- |
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| iv., | |
| 38114 | |
| blic | |
| IC<br>VI | |

CONCEPT 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Interdisci
Soc. St.,
Subject Management

Problem Orientation Housi

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXP |
|---|---|
| Cognitive: Proposes a plan for managing, manipulating, or changing an existing environment to contribute to family living.<br><br>Affective: Form judgements as to responsibility in managing, manipulating or changing an existing environment to contribute to family living.<br><br>Skills to be Learned<br>Interviewing<br>Planning<br>Recommending<br>Listing<br>Discussion | I. Student-Centered in class activity<br>A. List factors involved in improvement of environments.<br>1. Zoning, sewage treatment, planting trees, remodeling<br>B. Develop a questionaire for surveying community as to needs, key problems and available organizations. Sample questions:<br>1. How do elected officials stand on the matters of community needs, key problems and available organizations?<br>2. Is there a Planning Commission?<br>3. What regional organizations exist?<br>4. Is there a park and recreation dept?<br>5. Is there an overall recreation program?<br>6. Is there an agency for air pollution control?<br>7. Is there an effective<br>(Con't) |

bility to manage,

change his

Discipline Area Interdisciplinary Studies, Home Ec., Soc. St., Econ.

Subject Management of personal & family resourc

Problem Orientation Housing Grade Adv.

| JECTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| es a manipu- g an nt to ly living. udgements ty in ting or ng tribute | I. Student-Centered in class activity<br>A. List factors involved in improvement of environments.<br>1. Zoning, sewage treatment, planting trees, remodeling<br>B. Develop a questionaire for surveying community as to needs, key problems and available organizations. Sample questions:<br>1. How do elected officials stand on the matters of community needs, key problems and available organizations?<br>2. Is there a Planning Commission?<br>3. What regional organizations exist?<br>4. Is there a park and recreation dept?<br>5. Is there an overall recreation program?<br>6. Is there an agency for air pollution control?<br>7. Is there an effective (Con't) | II. Outside Resource and Community Activities<br>A. Guest speaker--elected officials to voice opinion on community needs, key problems and available organizations. |
| ed | | |

| Resource and Reference Materials | Continued and Additional Suggested Learn |
|---|---|
| Publications:<br>The Citizen's Advisory Committee on Environmental Quality,<br>1700 Pennsylvania Ave. N.W.<br>Washington D. C. 20006<br><br>Audio-Visual:<br>BAVI 3849 Expanding City $2.00<br>BAVI 0887 Cities in Crisis 7.50<br>BAVI 6843 City Reborn 3.50<br>BAVI 2967 Living City 4.00<br>BAVI 1696 Place to Live 3.00<br>BAVI 1487 Urban Sprawl 6.75<br>BAVI 3345 All of the People All of the Time 5.00<br>"Junk Dump" Project I-C-E RMC<br>"Garbage", Project I-C-E RMC<br>"The Stream" Project I-C-E RMC<br>Community:<br>Elected officials | (Con't from I.)<br>pesticide control?<br>8. How vigorous is the community's proc disposal?<br>9. Is there a conservation commission?<br>10. Is there a local land trust?<br>11. Is there a soil conservation distric<br>C. Draw conclusions as to desirability List recommendations for community i<br>D. Inventory fellow students, other tea members as to attitudes regarding th<br>1. Do you feel this is a progressive community?<br>2. Would you prefer to live in a pro conservative community? Why? or<br>E. Involve community members in recogni problems--this could be done by mean campaign.<br>F. Investigate possible sources of help and other)<br>1. Chamber of commerce, Dept. of Nat Better Business Bureau, Project I<br>G. Record selective family activities t environment for one week.<br>H. Propose a plan changing the activiti use of the environment. |

| rials | Continued and Additional Suggested Learning Experiences |
|---|---|
| mittee | (Con't from I.)<br>pesticide control?<br>8. How vigorous is the community's program for waste disposal?<br>9. Is there a conservation commission?<br>10. Is there a local land trust?<br>11. Is there a soil conservation district?<br>C. Draw conclusions as to desirability of neighborhood. List recommendations for community improvements.<br>D. Inventory fellow students, other teachers and staff members as to attitudes regarding the community |
| 2.00 | |
| 7.50 | 1. Do you feel this is a progressive or conservative community? |
| 3.50 | |
| 4.00 | 2. Would you prefer to live in a progressive or conservative community? Why? or Why not? |
| 3.00 | |
| 6.75 | E. Involve community members in recognizing existing problems--this could be done by means of a poster campaign. |
| e | |
| 5.00 | |
| RMC | F. Investigate possible sources of help (financial and other) |
| MC | |
| RMC | 1. Chamber of commerce, Dept. of Natural Resources, Better Business Bureau, Project ICE CESA 9 |
| | G. Record selective family activities that use the environment for one week. |
| | H. Propose a plan changing the activities to make better use of the environment. |

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| CONCEPT | | |
|---|---|---|
| | 12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others. | Discipline Area<br>Subject<br>Problem Orientati |

| BEHAVIORAL OBJECTIVES | SUGGESTED L |
|---|---|
| Cognitive: Applies stewardship principles when using electrical appliances so resources will be available for future generations.<br><br>Affective: Believes in the importance of conserving electricity | I. Student-Centered in class activity<br>A. Students define and dis stewardship<br>B. Students listen to gues speaker speaking on ele capacity of homes (circ<br>C. Students give oral repo and lab demonstrations various home appliances (include voltage requir<br>D. Students interview pare others and/or read arti on electrical blackouts electrical rationing<br>E. Students write editoria and/or 25, 50 and 100 y from now articles on co electricity and the pos results of not conservi electricity. |
| Skills to be Learned<br><br>Defining<br>Listening<br>Demonstrations<br>Interviewing<br>Writing | |

ership must be
ewardship and should
n or violate the
of others.

Discipline Area Home Economics

Subject Management of Personal and Family Resources

Problem Orientation Home Appliances Grade Advanced

| TIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| steward-<br>using<br>s so<br>ailable<br>ns.<br><br>in the<br>ving | I. Student-Centered in class activity<br>A. Students define and discuss stewardship<br>B. Students listen to guest speaker speaking on electrical capacity of homes (circuits)<br>C. Students give oral reports and lab demonstrations on various home appliances (include voltage requirements)<br>D. Students interview parents or others and/or read articles on electrical blackouts and electrical rationing<br>E. Students write editorials and/or 25, 50 and 100 years from now articles on conserving electricity and the possible results of not conserving electricity. | II. Outside Resource and Community Activities<br>A. Wis. Public Service or electric company area representative and/or electrician to speak on electrical capacity in homes. |

| Resource and Reference Materials | Continued and Additional Sugg |
| --- | --- |
| Publications:<br>Reader's Guide<br>"Ways to Reduce Fuel Consumption on Household Heating" 0303-0888<br>"Ways to Reduce Energy Consumption and Increase Comfort" 7700-020<br>Consumer Product Info., P.O.Box 1205, Arlington, VA 22210<br>Electrical Portable Appliance, G.E. Housewares Div. Bridgeport, Conn. 06602<br>Small Cooking Appliances, Home Service Dept., West Bend, 400 W. Washington, West Bend, WI 53095<br>Small Electrical Appliances, National Presto Ind., Eau Claire, WI 54702<br><br>Audio-Visual:<br>"What are We Doing to Our World" 7251-7252, $21.00 BAVI<br><br>Community:<br>Electrician<br>Wisconsin Public Service or electric company representative<br>Newspaper morgue<br>Library | |

| e Materials | Continued and Additional Suggested Learning Experiences |
| --- | --- |
| onsumption<br>0303-0888<br>Consumption<br>7700-020<br>, P.O.Box 1205,<br><br>pliance, G.E.<br>port, Conn.<br><br>es, Home<br>nd, 400 W.<br>WI 53095<br>ances,<br>Eau Claire,<br><br><br><br>Our World"<br>I<br><br><br><br><br>ics or<br>resentative | |

| CONCEPT | 12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others. | Discipline Area: Home<br>Subject: Mana Reso<br>Problem Orientation |
|---|---|---|

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING |
|---|---|
| Cognitive: Comprehends that private ownership is stewardship and should not encroach upon or violate the rights of others.<br><br>Affective: Accepts responsibility for environmental stewardship in relation to private home ownership and rights of others. | I. Student-Centered in class activity<br>A. View filmstrip The Housing Crisis and discuss.<br>B. Define term - stewardship.<br>C. Small groups<br>1. Students write mystery stories introducing characters involved and depicting poor environmental stewardship and violation on the rights of others.<br>2. Divide class into 2 teams have narrator read mysteries and have teams guess "Who Done It"<br>D. Listen to song "Little Boxe and discuss housing develop ment and its effects on the rights of others.<br>E. View and discuss filmstrip The Urban Crisis. |
| Skills to be Learned<br><br>Viewing and listening<br>Defining<br>Discussion<br>Writing | |

| | | |
|---|---|---|
| nip must be | Discipline Area | Home Economics |
| rdship and should | Subject | Management of Personal and Family Resources |
| r violate the | Problem Orientation | Housing Grade Advanced |
| others. | | |

| ES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| s that<br>teward-<br>croach<br>ghts<br><br><br>sponsi-<br>al<br>n to<br>and | I. Student-Centered in class activity<br>A. View filmstrip The Housing Crisis and discuss.<br>B. Define term - stewardship.<br>C. Small groups<br>1. Students write mystery stories introducing characters involved and depicting poor environmental stewardship and violation on the rights of others.<br>2. Divide class into 2 teams have narrator read mysteries and have teams guess "Who Done It"<br>D. Listen to song "Little Boxes" and discuss housing development and its effects on the rights of others.<br>E. View and discuss filmstrip The Urban Crisis. | II. Outside Resource and Community Activities<br>A. Local government representative to explain local ordinances on:<br>pet control<br>snowmobiling<br>lawn mowing and sprinkling<br>snow blowing<br>sump pump drainage field<br>burning<br>garbage collection<br>noise pollution<br>air pollution controls<br>water pollution controls |

| Resource and Reference Materials | Continued and Additional Sugg |
| --- | --- |
| Publications:<br>Wood Decay in Houses, How to Prevent and Control It, Consumer Product Information, P. O. Box 1205, Arlington, VA 22210<br>Buying or Building a Home, Better Business Bureau<br>National Relocation and Housing Guide, Global Van Lines, One Global Way, Anaheim, Calif. 92803<br>The House We Live In, An Environmental Reader, Sheridan Blaw and John V. B. Rodenbeck, MacMillan, 1971, $6.00<br><br>Audio-Visual:<br>The Housing Crisis, filmstrip I-C-E RMC<br>The Urban Crisis, film, I-C-E RMC<br>Focus on America, film, I-C-E RMC<br>The Northwest Region, film, I-C-E RMC<br>What you Should Know Before you Buy a Home, U.S. Savings & Loan League<br>Modern talking Picutres Service, 1212 Ave of the Am., N.Y.,N.Y. 10036<br>Garbage, I-C-E RMC<br>A Place to Live, BAVI 1696, $3 rental<br>Junkdump, BAVI 7650, $9 rental -I-C-E RMC<br>Cities in Crisis: What's Happening<br>BAVI 0887 , $7.50<br><br>Community:<br>Federal Housing Administration<br>Housing and Urban Development<br>Housing Authority<br>Local Contractor | |

| Continued and Additional Suggested Learning Experiences |
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| |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

Discipline Area Home E

Subject Manage Resour

Problem Orientation Food

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING E | I |
|---|---|---|
| Cognitive: Comprehends that food is a limiting factor in world population.<br><br>Affective: Perceives that food will limit the world's carrying capacity.<br><br>Skills to be Learned<br>Discussion<br>Graphic illus.<br>Listening | I. Student-Centered in class activity<br>A. View and discuss the film, "Hungry Angels".<br>B. Watch newspapers and magazines for articles dealing with world food problems.<br>1. Collect and display articles on bulletin board.<br>C. View film, "Secret Hunger", discuss film and answer question, "What way will we handle world food problems in the future?" | |

al factors are limiting
of organisms living
nfluence, thus, each
s a carrying capacity.

Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Foods & Nutrition Grade Beginning

| JECTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| hends<br>miting<br>opulation.<br><br>ves that<br>he world's<br>. | I. Student-Centered in class activity<br>A. View and discuss the film, "Hungry Angels".<br>B. Watch newspapers and magazines for articles dealing with world food problems.<br>1. Collect and display articles on bulletin board.<br>C. View film, "Secret Hunger", discuss film and answer question, "What way will we handle world food problems in the future?" | II. Outside Resource and Community Activities<br>A. Representative from County Extension Agency or Social Services.<br>1. Speak to students - "How food problems are handled among the poor". |
| ned | | |

| Resource and Reference Materials | Continued and Additional Sugge |
| --- | --- |
| Publications:<br>A Good Life For All<br>U.S. Dept. of Agriculture yearbook, I-C-E RMC | |
| Audio-Visual:<br>Hungry Angels, BAVI, #7349<br>Secret Hunger, BAVI, #7918<br>Tomorrow's World: Feeding the Billions, BAVI, #7561-7562<br>To Feed the Hungry, BAVI, #7913-7914 | |
| Community:<br>County Extension<br>Social Services | |

| ls | Continued and Additional Suggested Learning Experiences |
| --- | --- |
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ESEA Title III - 59-70-0135-2 Project I-C-E

| | | |
|---|---|---|
| CONCEPT | 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem. | Discipline Area Home<br>Subject Mana Reso<br>Problem Orientation |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING |
|---|---|
| Cognitive: Comprehends the interaction of foods and the environment which forms an ecosystem.<br><br>Affective: Believes in the importance of the interaction foods and environment play in forming an ecosystem. | I. Student-Centered in class activity<br>A. Students define ecosystem.<br>B. Students list various ways food is wasted.<br>Ex. down disposal, thrown out in garbage, glutton -- eating more than needed, foods left to spoil, etc.<br>C. Student debate - Clean plate club vs. throwing out undesired food.<br>D. Teacher demonstration of food polluting the water system.<br>Ex. Grease suspension, sugar dissolved in water, coffee grounds solution, milk clouding in water, foods run through garbage disposal, salt dissolved in water, etc.<br>E. Class go on a field trip to a sewage system.<br>F. Students write an essay on how they can protect the environment through wise use of food |
| Skills to be Learned<br>Defining<br>Listing<br>Debating<br>Observing | |

ganisms interact

and their environ-

intricate unit

tem.

Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Foods Grade Beginning

| IVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| nds foods ystem. in he nd m. d | I. Student-Centered in class activity<br>A. Students define ecosystem.<br>B. Students list various ways food is wasted.<br>Ex. down disposal, thrown out in garbage, glutton -- eating more than needed, foods left to spoil, etc.<br>C. Student debate - Clean plate club vs. throwing out undesired food.<br>D. Teacher demonstration of foods polluting the water system.<br>Ex. Grease suspension, sugar dissolved in water, coffee grounds solution, milk clouding in water, foods run through garbage disposal, salt dissolved in water, etc.<br>E. Class go on a field trip to a sewage system.<br>F. Students write an essay on how they can protect the environment through wise use of foods. | II. Outside Resource and Community Activities<br>A. Class take field trip to one or more of the following places to see how food wastes are taken care of:<br>1. Grocery store<br>2. Sewage plant<br>3. Fruit and vegetable farm<br>4. School cafeteria<br>5. Restaurants<br>6. Drive-in<br>B. State Board of Health personnel to talk on sanitary food regulations. |

| Resource and Reference Materials | Continued and Additio |
| --- | --- |
| Publications:<br>"Eat and Grow Slim",<br>American Institute of Baking<br>400 East Ontaric St.<br>Chicago, Illinois 60611<br>"Home Refuse Storage",<br>Consumer Product Information<br>P.O. Box 1205<br>Arlington, Va. 22210<br>"Down the Drain",<br>Consumers Institute [illegible]<br>GE appliances Park<br>Louisville, Ky. 40225<br><br>Audio-Visual:<br>"Food Cycle and Food Chains",<br>BAVI, #5698<br>"Junkdump", Film, I-C-E RMC<br>"Garbage", Film, I-C-E RMC<br>"Food Preparation", Film, BAVI<br>#3163<br><br>Community:<br>Grocery store<br>Sewage plant<br>Fruit & vegetable farm<br>School cafeteria<br>Restaurant<br>Drive-In<br>State Board of Health personnel | |

| Materials | Continued and Additional Suggested Learning Experiences |
| --- | --- |
| Baking<br>1<br>nation<br><br>ns",<br>RMC<br>MC<br>BAVI<br><br>rsonnel | |

ESEA Title III - 59-70-0135-2 Project I-C-E

| | | |
|---|---|---|
| CONCEPT | 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life. | Discipline Area<br>Subject<br>Problem Orienta |

| BEHAVIORAL OBJECTIVES | SUGGESTE |
|---|---|
| Cognitive: Comprehends changes in food sources and diets, throughout history.<br><br>Affective: Appreciates technological advancements in provision of food.<br><br>Skills to be Learned<br>Identifies<br>Researching<br>Making continum<br>Interviewing | I. Student-Centered in cla activity<br>A. Vie filmstrip, "Food Through the Ages". St define areas of histo be researched.<br>1. Ancient civilizati<br>2. Middle Ages<br>3. Modern times<br>B. Research factors that affect changing food habits of:<br>1. Technology<br>2. Mobilization, etc.<br>C. Place results on conti forms of pictures, il tions, slogans, etc.<br>1. Cave man---future<br>2. Dependency on natu environment---contr nature and/or envi ment---control by<br>D. Describe and compare resources used in prep food in past and pres |

rces are not equally
the earth or over
affect the
tions and quality of life.

Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Foods Available Throughout History Grade Beginning

| TIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| nds<br>rces and<br>istory.<br><br>ces<br>cements<br>d. | I. Student-Centered in class activity<br>A. View filmstrip, "Food Through the Ages". Students define areas of history to be researched.<br>1. Ancient civilization<br>2. Middle Ages<br>3. Modern times<br>B. Research factors that affect changing food habits of:<br>1. Technology<br>2. Mobilization, etc.<br>C. Place results on continum in forms of pictures, illustrations, slogans, etc.<br>1. Cave man---future<br>2. Dependency on nature or environment---control of nature and/or environment---control by nature.<br>D. Describe and compare resources used in preparing food in past and present. | II. Outside Resource and Community Activities<br>A. Interview senior citizen regarding food sources and resources to be used in food preparation.<br>1. What were some foods or food sources your family or you relied on as a child?<br>2. What foods do you now rely on?<br>3. What predictions can you make about the future?<br>4. What differences do you experience between food now and future food sources? |

| Resource and Reference Materials | Continued and Additional Suggested |
| --- | --- |
| Publications:<br>"Organic Gardening"<br>"Prevention Magazine"<br>"Forecast for Home Economics"<br>Feb. 1972<br><br>Audio-Visual:<br>"Food Through the Ages", Science Research Associates<br>"History of Food Preservation" (Ball)<br>"Keeping Food Safe to Eat", Consumer Product Information P.O. Box 1905 Arlington, Va. 22210<br>"Food for a Modern World", BAVI<br>"History of Pressure Cooking", Presto<br><br>Community: | |

| rials | Continued and Additional Suggested Learning Experiences |
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline

Subject

Problem Ori

| BEHAVIORAL OBJECTIVES | SUGGESTED |
|---|---|
| Cognitive: Comprehends the source of food energy. Comprehends the body's need for nutritious foods.<br><br>Affective: Appreciates the sun as a supplier of nutrients. | I. Student-Centered in c<br>activity<br>A. View and discuss t<br>"The Magic Alphabet<br>B. Students define in<br>own words, the foll<br>terms:<br>1. Nutrition<br>2. Vitamin<br>3. Nutrients<br>4. Fats<br>5. Protein<br>6. Carbobydrates<br>7. Minerals<br>C. Students research n<br>as to kind, source,<br>function and fill o<br>prepared worksheet.<br>D. Charades with nutri<br>1. Students divide<br>two groups.<br>2. Each group makes<br>list of nutrient<br>the other group.<br>3. Object is for th<br>students to gues<br>specific nutrien<br>that is portraye<br>E. Students prepare no<br>to be handed in on<br>Nutrients. (cont. |
| Skills to be Learned<br>Graphic illustration<br>Research<br>Defining<br>Discussion | |

the sun, the basic

energy, is converted

photosynthesis into

ing things can use

sses.

Discipline Area Home Economics

Subject Human Growth & Child Development

Problem Orientation Nutrition Grade Beginning

| CTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| nends<br>d<br>ds the<br><br><br>iates<br>lier | I. Student-Centered in class activity<br>A. View and discuss the movie, "The Magic Alphabet".<br>B. Students define in their own words, the following terms:<br>1. Nutrition<br>2. Vitamin<br>3. Nutrients<br>4. Fats<br>5. Protein<br>6. Carbobydrates<br>7. Minerals<br>C. Students research nutrients as to kind, source, function and fill out prepared worksheet.<br>D. Charades with nutrients.<br>1. Students divide into two groups.<br>2. Each group makes up a list of nutrients for the other group.<br>3. Object is for the students to guess the specific nutrient that is portrayed.<br>E. Students prepare notebook to be handed in on Nutrients. (cont.) | II. Outside Resource and Community Activities<br>A. School nurse to speak on "Role Nutrients play in personal health". |
| ned<br>ion | | |

| Resource and Reference Materials | Continued and Additional Sugges |
| --- | --- |
| Publications:<br>"Homemaking for Teenagers"<br>Text chapter 13, book 2<br>McDermott, Norris & Nicholas<br>Chas. A. Bennett Co., Inc.<br>809 W. Detweiller Drive<br>Peoria, Illinois 61614<br>Also at I-C-E RMC<br>"Food and You" and "The Wonder of You", American Inst. of Baking<br>400 E. Ontario St.<br>Chicago, Ill. 60611<br><br>Audio-Visual:<br>"Food That Builds Good Health", BAVI, #6716<br>"Magic Alphabet", BAVI, #1313<br>"Vitamin D, The Builder", BAVI, #3481<br>"Nutritional Needs of Our Bodies", BAVI, #1834<br>"Nutritional Quackery", BAVI #6993<br>"Nutrition Chart"<br>Lifetime Stainless Steel Cookware<br>West Bend, Wi.<br><br>Community:<br>County Extension Agent<br>School Nurse | I. (cont.)<br>1. Illustrate<br>a. Kind<br>b. Source<br>c. Function<br>F. Students play "Nutri-Bing<br>G. Students participate in b<br>question: "What is the ul<br>energy?" |

| ls | Continued and Additional Suggested Learning Experiences |
|---|---|
| king | I. (cont.)<br>1. Illustrate<br>a. Kind<br>b. Source<br>c. Function<br>F. Students play "Nutri-Bingo".<br>G. Students participate in buzz session to answer question: "What is the ultimate source of all energy?" |
| s", | |
| kware | |

ESEA Title III - 59-70-0135-2 Project I-C-E

| CONCEPT | | |
|---|---|---|
| | 9. Man has the ability to manage, manipulate, and change his environment. | Discipline Area: Home<br>Subject: Mana<br>Problem Orientation: |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING |
|---|---|
| Cognitive: Applies nutritional principles in managing, manipulating and changing the environment.<br><br>Affective: Develops a nutritional plan for managing, manipulating, and changing the environment.<br><br>Skills to be Learned<br>Viewing<br>Reviewing<br>Recording<br>Developing a plan | I. Student-Centered in class activity<br>A. View the filmstrip, "The Real You" and discuss.<br>B. Review Basic 4 and 6 nutrient classifications.<br>C. Students record diet for 3 days and analyze in terms of calories, costs, and nutritional requirements<br>D. Students suggest changes to make diet nutritionally adequate and also in terms of cost (low cost, moderate cost and high cost).<br>E. Students plan a nutritionall adequate week's menu for a low income family. |

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e his

Discipline Area Home Economics

Subject Management of Personal & Family

Problem Orientation Nutrition Grade Intermediate

| SUGGESTED LEARNING EXPERIENCES | |
|---|---|
| I. Student-Centered in class activity<br>A. View the filmstrip, "The Real You" and discuss.<br>B. Review Basic 4 and 6 nutrient classifications.<br>C. Students record diet for 3 days and analyze in terms of calories, costs, and nutritional requirements.<br>D. Students suggest changes to make diet nutritionally adequate and also in terms of cost (low cost, moderate cost and high cost).<br>E. Students plan a nutritionally adequate week's menu for a low income family. | II. Outside Resource and Community Activities<br>A. A representative from a social service and welfare department to speak on food stamps and low cost meals for aged, etc.<br>B. A county extension agent to talk on the expanded nutrition program.<br>C. Dietician to talk on general nutritional needs. |

| Resource and Reference Materials | Continued and Additional Suggested Le |
|---|---|
| Publications:<br>"Family Food Budgeting" #0100-0873<br>"Calories & Weight", #0100-0813<br>"Nutrition, Nonsense and Sense" #7700-056<br>"Family Food Buying", #0100-1117<br>All available from<br>Consumer Product Information<br>P.O. Box 1205<br>Arlington, Va. 22210<br>"Home Meal Planner", Gen'l Foods<br>White Plains, N.Y. 10602<br>"Important Facts About Iron"<br>Consumer Products Div.<br>Miles Laboratories, Inc.<br>Elkhart, Ind.<br>"Vitamins and Your Health",<br>Nat'l Vitamin Foundation<br>250 W. 57th St.<br>New York, N.Y. 10019<br>"Nutrient Content of Various Food Products"<br>Sealtest Foods, Consumer Service<br>605 3rd Ave.<br>New York, N.Y. 10022<br><br>Audio-Visual:<br>"The Real You", Consumer Comm. Dept.<br>Nat'l Livestock & Meat Board<br>36 S. Wabash, Chicago, Il. 60603<br>"Acne", Modern Talking Picture Serv.<br>1212 Ave. of the Americas<br>New York, N. Y. 10036<br><br>Community:<br>Representative - social service welfare department | |

| ls | Continued and Additional Suggested Learning Experiences |
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| 0873<br>B<br><br>17<br><br><br>ds<br><br><br><br><br>Food<br>rvice<br><br><br>. Dept.<br>d<br>60603<br>e Serv.<br><br><br>ce<br>rtment | |

ESEA Title III - 59-70-0135-2 Project I-C-E

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|---|---|---|
| CONCEPT | 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life. | Discipline Area H<br>Subject M<br>R<br>Problem Orientation |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNI |
|---|---|
| Cognitive: Applies information about foods available throughout the world to own food sources and diet.<br><br>Affective: Acquaints self with unfamiliar foods. | I. Student-Centered in class activity<br>A. Students organize into groups to brainstorm types of foods available from:<br>1. Land<br>a. Tropical<br>b. Moist<br>c. Arid<br>d. Temperate<br>e. Polar<br>2. Water<br>a. Fish<br>b. Salt<br>c. Surface<br>d. Bottom<br>B. Students research and present oral reports on types of foods from the various sources above and from various regions (Scandanavian, Oriental, French, etc.).<br>C. Test panel on unfamiliar foods found in previous reports. |
| Skills to be Learned<br>Identify food sources<br>Draw conclusions<br>Tasting | |

| | | |
|---|---|---|
| resources are not equally | Discipline Area | Home Economics |
| d over the earth or over | Subject | Management of Personal & Family Resources |
| reatly affect the | Problem Orientation | Available Food Grade Intermediate |
| conditions and quality | | |

| OBJECTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| plies infor-<br>foods avail-<br>ut the<br>food sources<br><br>quaints self<br>ar foods. | I. Student-Centered in class activity<br>A. Students organize into groups to brainstorm types of foods available from:<br>1. Land<br>a. Tropical<br>b. Moist<br>c. Arid<br>d. Temperate<br>e. Polar<br>2. Water<br>a. Fish<br>b. Salt<br>c. Surface<br>d. Bottom<br>B. Students research and present oral reports on types of foods from the various sources above and from various regions (Scandanavian, Oriental, French, etc.).<br>C. Test panel on unfamiliar foods found in previous reports. | II. Outside Resource and Community Activities<br>A. Interview people who have traveled in other areas or are natives of other areas.<br>1. What staples do you use in your country?<br>2. How does geography affect food? etc.<br>B. Specialty or foreign food store. |
| Learned<br>sources<br>ons | | |

| Resource and Reference Materials | Continued and Additional Sugges |
| --- | --- |
| Publications:<br>"Organic Gardening"<br>"Prevention Magazine"<br>"Forecast"<br>"Seafood and Health", 7700-079<br>Consumer Product Information<br>P.O. Box 1205<br>Arlington, Va. 22210 | |
| Audio-Visual:<br>"Food Cycle and Food Chains", BAVI<br>"Tomorrow's World: Feeding the Billions", BAVI | |
| Community:<br>Specialty stores<br>Exchange students<br>Natives of other lands<br>Restaurant chefs | |

| Materials | Continued and Additional Suggested Learning Experiences |
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| BAVI | |

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area

Subject

Problem Orientati

| BEHAVIORAL OBJECTIVES | SUGGESTED LEA |
|---|---|
| Cognitive: Applies knowledge of photosynthesis to growing garden.<br><br>Affective: Acquaints himself with process of gardening that enhances the environment. | I. Student-Centered in class activity<br>A. Research plant growth<br>1. Germination<br>2. Photosynthesis<br>3. Plant cycle<br>B. Collect and display a variety of seeds, (hybrid treated, and natural).<br>C. Plant and feed variety of seeds by different methods. Experiment with types of soils, foods, compost heap, chemicals, amounts of light and temperature, pesticides (limit experimental conditions to see various results).<br>D. Beautify school grounds by planting and caring fo a variety of plants.<br>E. Grow a variety of herbs & spices for classroom use in foods.<br>F. Write reports on various observations in growing different seeds and plant under a variety of condit<br>G. Research and report on growing variations (cont. |
| Skills to be Learned<br>Organic gardening<br>Seeding<br>Weeding<br>Fertilizing<br>Pest control<br>Harvesting<br>Observation | |

sic Discipline Area Home Economics

rted Subject Management of Personal & Family Resources

nto a Problem Orientation Gardening (foods) Grade Intermediate

for

SUGGESTED LEARNING EXPERIENCES

tudent-Centered in class
tivity
Research plant growth
1. Germination
2. Photosynthesis
3. Plant cycle
Collect and display a variety of seeds, (hybrid, treated, and natural).
Plant and feed variety of seeds by different methods. Experiment with types of soils, foods, compost heap, chemicals, amounts of light and temperature, pesticides (limit experimental conditions to see various results).
Beautify school grounds by planting and caring for a variety of plants.
Grow a variety of herbs & spices for classroom use in foods.
Write reports on various observations in growing different seeds and plants under a variety of conditions.
Research and report on growing variations (cont.)

II. Outside Resource and Community Activities
A. Guest speaker - vocational agriculture teacher on food growing techniques.
B. Health food store proprietor or manager of a large fruit or vegetable farm to speak on the desirability of organic vs chemically controlled and manipulated food production.
C. Visit to florist to learn gardening methods and various ways of controlling pests.

| Resource and Reference Materials | Continued and Additional Sugge |
| --- | --- |
| Publications:<br>"The Bissell Home Handbook of Gardening", Bissell<br>"Agricultural Chemicals" Manufacturing Chemical Assoc.<br>"How Does Your Garden Grow" S. C. Johnson & Son<br>"Flowers & Plants - Their Care & Arrangement", Soc. Am. Florists<br>"For a World of Plenty", Union Carbide<br>"Organic Gardening" - periodical<br>"Insects & Diseases of Vegetables in Home Gardens", Gen. Service<br><br>Audio-Visual:<br>"Making the Most of a Miracle", Am. Plant Food Journal<br>"Roots and All", Ag. Div. Am Cyanide Co.<br>"Facts about Pesticides" Manufacturing Chemists<br>"See What Seed Can Do For You", Nat'l Garden Bureau<br>"Food From the Sun", #6742 BAVI<br><br>Community:<br>Field trip to an organic garden (compost heap) and a health food store, etc.<br>Florist<br>Voc. Ag. teacher | I. (cont.)<br>under other climate conditi<br>levels, sever weather condt |

| Continued and Additional Suggested Learning Experiences |
| --- |
| I. (cont.)<br>under other climate conditions (altitude, humidity levels, sever weather condtions, etc.). |

ESEA Title III - 59-70-0135-2 Project I-C-3

| | | |
|---|---|---|
| CONCEPT | 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life. | Discipline Area Ho<br>Subject Ma Re<br>Problem Orientation Av Qu |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARN |
|---|---|
| Cognitive: Analyze effects of available foods on quality of life.<br><br>Affective: Devoted to the ideals of solving world food problems. | I. Student-Centered in class activity<br>A. Students define quality of life in terms of food available.<br>B. Lab on government commodit food preparation and low cost foods.<br>C. Develop project to support children's Relief Fund or develop project to give food to a poor family in the area.<br>D. Search for current news articles about world food problems.<br>1. Students note effects o quality of life and underline factors causi the food problems.<br>E. Students prepare bulletin board on "Current Food Problems".<br>1. Display news articles around map indicating specific area of food problem. Example: Kwashiokor - Biafria<br>F. Research effects of food additives and (cont.) |
| Skills to be Learned<br>Food preparation<br>Research<br>Graphic illustrations<br>Defining<br>Discussion<br>Developing projects | |

| | | |
|---|---|---|
| s are not equally | Discipline Area | Home Economics |
| e earth or over | Subject | Management of Personal & Family Resources |
| fect the | Problem Orientation | Effect of Available Foods on Quality of Life — Grade Advanced |
| ns and quality | | |

| ES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| fe.<br>the<br>d | I. Student-Centered in class activity<br>A. Students define quality of life in terms of food available.<br>B. Lab on government commodity food preparation and low cost foods.<br>C. Develop project to support children's Relief Fund or develop project to give food to a poor family in the area.<br>D. Search for current news articles about world food problems.<br>1. Students note effects on quality of life and underline factors causing the food problems.<br>E. Students prepare bulletin board on "Current Food Problems".<br>1. Display news articles around map indicating specific area of food problem. Example: Kwashiokor - Biafria<br>F. Research effects of food additives and (cont.) | II. Outside Resource and Community Activities<br>A. AFS student to relate food problems on his own country.<br>B. Community member to speak on raising organic foods. |

| Resource and Reference Materials | Continued and Additional Suggested |
| --- | --- |
| Publications:<br>"Today's Health"<br>"Prevention Magazine"<br>"Organic Gardening"<br>"For a World of Plenty"<br>Union Carbide<br>"Life" magazine, June 1972, issue on mercury poisoning of fish<br><br>Audio-Visual:<br>"Nutrition for Young Minds"<br>University Extension<br>"Expanded Nutritions Program"<br>University Extension or BAVI<br>"Food and People", BAVI<br>"Who Shall Reap", BAVI<br>"Fraud Fighter", BAVI<br><br>Community:<br>AFS student<br>Community member who raises organic foods | I. (cont.)<br>pesticides on available food<br>1. Students view effects of additives on foods under<br>2. Students compare natural with additives.<br>G. Report on current research a to available foods affecting Example: Mercury poisoning,<br>H. Students make up a menu for orally respond to eating foo menu.<br><br>Bulletin Board Idea: "Cycle<br><br>less e<br>less productivity<br>pover |

Continued and Additional Suggested Learning Experiences

I. (cont.)

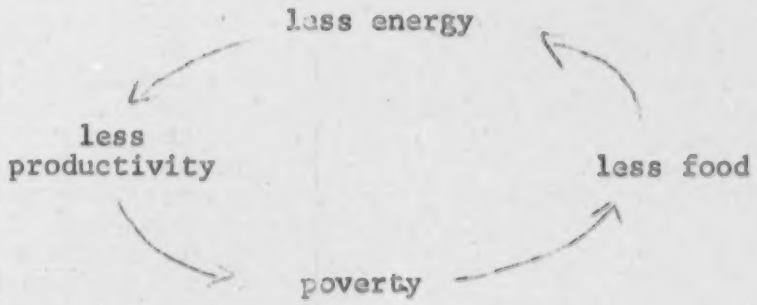
pesticides on available foods.

1. Students view effects of pesticides and additives on foods under microscope (or)
2. Students compare naturally grown foods with additives.

G. Report on current research and legislation related to available foods affecting the quality of life. Example: Mercury poisoning, botulism, seaweed, etc.

H. Students make up a menu for the year 2,000 and orally respond to eating foods on this type of menu.

Bulletin Board Idea: "Cycle of too little food".



ESEA Title III - 5C-70-0135-2 Project I-C-3

CONCEPT: 11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

Discipline Area: Hom
Subject: Man Rec
Problem Orientation: Additiv

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNIN |
|---|---|
| Cognitive: Comprehends the role food additives and pesticides play in environmental alterations over time.<br><br>Affective: Sensitive to the effects food additives and pesticides play in the environment.<br><br>Skills to be Learned<br>Defining<br>Collecting<br>Research<br>Exhibits<br>Graphic illustration<br>Comparison<br>Experimentation<br>Debate | I. Student-Centered in class activity<br>A. Students define food additives.<br>B. Students collect cans, bag boxes, etc. of food.<br>1. Read labels to determin and list the food addi-tives.<br>C. Students research the function of the various additives, and suggest alternate methods of preserving and enriching foods (Example: Fortified, enriched, preserved, etc.)<br>D. Students exhibit preservat products and label functio in preserving foods.<br>E. Students compare foods wit and without preservatives (Ex. - Set out slice of bread, one with preservati and one without).<br>F. Students make chart showin types and functions of pesticides.<br>G. Students treat one variety of plant with different types of pesticides and (cont. |

, duplicated or

: significant

:ations over

Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Food Additives & Pesticides Grade Advanced

| | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| | I. Student-Centered in class activity<br>A. Students define food additives.<br>B. Students collect cans, bags, boxes, etc. of food.<br>1. Read labels to determine and list the food additives.<br>C. Students research the function of the various additives, and suggest alternate methods of preserving and enriching foods (Example: Fortified, enriched, preserved, etc.).<br>D. Students exhibit preservative products and label functions in preserving foods.<br>E. Students compare foods with and without preservatives (Ex. - Set out slice of bread, one with preservative and one without).<br>F. Students make chart showing types and functions of pesticides.<br>G. Students treat one variety of plant with different types of pesticides and (cont.) | II. Outside Resource and Community Activities<br>A. Agriculture teacher and/or exterminator, farmer or agriculture extension agent to talk on "The role and control of pesticides".<br>B. Food and Drug Administration representative to talk on "Types and control of food additives". |

## Resource and Reference Materials

Publications:

"The Silent Spring", Rachael Carson

"Pesticides and the Living Landscape", Robert L. Rudd, University of Wis. Press Box 1379, Madison, Wi.

"Pesticides and You" and "Food Additives and You" University of Wis. Extension Madison, Wi.

"Pesticides", 5504-0002 Consumer Product Information P.O. Box 1205 Arlington, Va. 22210

"Everyday Facts About Food Additives", Manufacturing Chemists Assn. 1825 Conneticut Ave. N.W., Washington, D. C. 20009

"Adolph's Granulated Sugar" Adolph's Ltd. 1800 W. Magnolia Blvd., Burbank, Calif.

"Adolph's Low Sodium Products", Adolph's Ltd.

"Pesticides are Perilous", I-C-E RMC

Audio-Visual:

"Pesticides" (In the Ecological Crisis Series) Kit 14, I-C-E RMC

"What Are We Doing to Our World?" BAVI, #7251-7252

Community:

Agriculture teacher

Exterminator

Food & Drug Admin. representative

(cont.)

## Continued and Additional Suggested L

I. (cont.)

determine effects (Ex. - Grow cartons and treat with pestici growth of differently treated

H. Students debate use of chemica additives and their effect on

Community: (cont.)

Canning Co. representative

Farmer

Agriculture Extension Agent

ued and Additional Suggested Learning Experiences

ont.)
determine effects (Ex. - Grow beans in milk cartons and treat with pesticides, then note growth of differently treated bean plants·).
Students debate use of chemical pesticides and additives and their effect on the environment.

nity: (cont.)
nning Co. representative
rmer
riculture Extension Agent

ESEA Title III - 59-70-0135-2 Project I-C-1

| | | |
|---|---|---|
| CONCEPT | 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem. | Discipline Area H<br>Subject P<br>Problem Orientation Aspe |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARN |
|---|---|
| Cognitive: Analyzes the social and psychological effect clothing has on family and community systems.<br><br>Affective: Deliberately examines a variety of clothing options and their interrelation in ecosystem. | I. Student-Centered in class activity<br>A. View filmstrip, "Clothing Communicates" and discuss.<br>1. Students brainstorm to tell how they can identify persons by what they wear.<br>a. Nurses, police, butcher, etc.<br>B. Class writes personal reactions to a teacher-presented picture of a person. Ex - hippy - libera<br>C. Students keep journal of other people's reactions to changing personal dress styles for 3 days. Ex. - student wears black finger nail polish and records others' reactions.<br>1. Student then divides reactions into 3 groups.<br>a. Teacher<br>b. Students<br>c. Other school personne<br>2. Determine any difference |
| Skills to be Learned<br>Observation<br>Recording<br>Discussion | |

isms interact

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g an intricate

ystem.

Discipline Area Home Economics

Subject Personal & Family Rel.

Problem Orientation Soc. & Psy. Grade Advanced
Aspects of Clothing

| VES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| e<br>al | I. Student-Centered in class activity<br>A. View filmstrip, "Clothing Communicates" and discuss.<br>1. Students brainstorm to tell how they can identify persons by what they wear.<br>a. Nurses, police, butcher, etc.<br>B. Class writes personal reactions to a teacher-presented picture of a person. Ex - hippy - liberal<br>C. Students keep journal of other people's reactions to changing personal dress styles for 3 days. Ex. - student wears black finger nail polish and records others' reactions.<br>1. Student then divides reactions into 3 groups.<br>a. Teacher<br>b. Students<br>c. Other school personnel<br>2. Determine any differences. | II. Outside Resource and Community Activities<br>A. Speakers:<br>1. Psychologist<br>2. Sociology teacher<br>3. Employee from employment office to relate to class how prospective employers view dress modes of different persons. |

| Resource and Reference Materials | Continued and Additional Suggested |
| --- | --- |
| Publications:<br>Dress, Eleanor J. Gawne, Bess O. Gerke, Chapter 1<br>Clothing A Study In Human Behavior, Ryan, Mary S., Holt 1965.<br><br>Audio-Visual:<br>"Clothing Communicates", filmstrip, J. C. Penny Co.<br>"Young Fashion Forecast", Public Relations, Dept. 703 Sears Roebuck & Co. 3301 West Arthington St. Chicago, Il. 60607<br>"Appearance Counts", Home Econ Service Bureau, The Van Heusen Co. 417 Fifth Ave. New York, N.Y. 10016<br><br>Community: | |

## Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

10. Short-term economic gains may produce long-term environmental losses.

Discipline Area

Subject

Problem Orientation

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARN |
|---|---|
| Cognitive: Analyzes implications regarding use of resources for textiles and the effects on environmental losses.<br><br>Affective: Assumes responsibility for protecting the environment when selecting textiles.<br><br>Skills to be Learned<br>Textile selection<br>Research<br>Report<br>Brainstorm<br>Laboratory procedures | I. Student-Centered in class activity<br>A. Textile Resources<br>1. Students identify texti sources of man-made and natural textiles. (Incl fiber history)<br>2. Students make up crossw puzzle using different textile terms.<br>3. Students make continua natural textiles and on synthetic textile to se how the environment is affected. (Ex. - pictur of lamb to cloth and discussion of the effec on the environment.)<br>B. Student group's study of natural fibers and the eff on land use and depletion natural resources: land preparation and restoratio textile production per acr amount of raw material to finished product, populati density in areas of textil production, pollution caus by textile production. (Report findings to class (cont.) |

nomic gains may

environmental

Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Clothing & Textiles Grade Advanced

| VES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| use les | I. Student-Centered in class activity<br>A. Textile Resources<br>1. Students identify textile sources of man-made and natural textiles. (Include fiber history)<br>2. Students make up crossword puzzle using different textile terms.<br>3. Students make continua on natural textiles and one synthetic textile to see how the environment is affected. (Ex. - picture of lamb to cloth and discussion of the effects on the environment.)<br>B. Student group's study of natural fibers and the effect on land use and depletion of natural resources: land preparation and restoration, textile production per acre, amount of raw material to finished product, population density in areas of textile production, pollution caused by textile production. (Report findings to class in (cont.) | II. Outside Resource and Community Activities<br>A. Fabric store representative to talk about the stability of various textiles.<br>B. Mill representative to talk about textile production.<br>1. How much raw material is needed for a yard of finished product?<br>2. What types of pollution do textile industries have to work with?<br>3. How are flawed textiles disposed of? |

| Resource and Reference Materials | Continued and Additional Suggested |
|---|---|
| Publications:<br>Understanding Today's Textiles<br>J. C. Penny's<br>Fiber Primer, Am. Cyanamid Co.<br>Fabric Dictionary, Ed. Dept.<br>Butterick<br>Man-Made Fibers, Man-Made Fiber<br>Producers Assoc.<br>The Wool Story, Pendleton Wool<br>Mills<br>Fiber and Fabrics, Ed. Dept.<br>Vogue Pattern Co.<br>University Extension Pub.<br><br>Audio-Visual:<br>"Man-Made Fibers", DuPont Nat'l<br>Assoc. Manufacturers<br>"Can You Imagine", Modern Talking<br>Pictures<br>1212 Avenue of the Americans<br>New York, N.Y.<br>"Silk Makers of Japan", BAVI<br>"FMC Fibers and Films",<br>Am Viscose Div. FMC Corp.<br><br>Community:<br>Area housewife to talk about how she disposes of clothing & other textiles that she no longer uses.<br>Hospital representative to talk about the types of textiles used in the hospitals and what is done to kill germs and how they dispose of worn out textiles. | I. (cont.)<br>in small group discussion at<br>C. Students do laboratory tests down of fibers (Ex. burning to see if it can be broken d to the environment.). |

| s | Continued and Additional Suggested Learning Experiences |
|---|---|
| | I. (cont.)<br>in small group discussion atmosphere.)<br>C. Students do laboratory tests to determine break down of fibers (Ex. burning cotton, nylon, etc. to see if it can be broken down and reclaimed to the environment.). |
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| she<br>xtiles<br>about<br>e<br>11<br>rn | |

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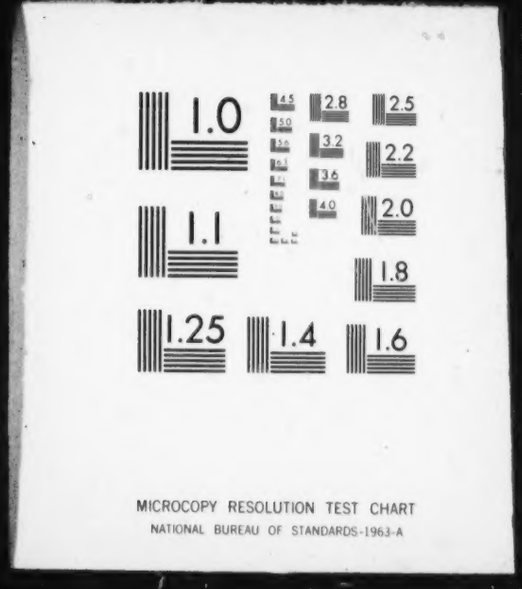

ESEA Title III - 59-70-0135-2 Project I-C-E

| | | |
|---|---|---|
| CONCEPT | 8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment. | Discipline Area<br>Subject<br>Problem Orientati |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARN |
|---|---|
| Cognitive: Cultural, economic, and social principles are applied to clothing selection. Comprehends the role values and attitudes play in clothing selection.<br><br>Skills to be Learned<br>Listing<br>Clothing Coordination<br>Discussion | I. Student-Centered in class activity<br>A. Clothing selection factors<br>1. Students list cultural tors that affect clothi selection. (Ex.-Amish w black clothing, Indians wear beads.)<br>2. Students list economic factors that affect clothing selection. (Ex.-Wages, job, etc.)<br>3. Students list social factors that affect clothing selection. (Ex.-upper class, gems, furs, etc.)<br>B. Cardboard Doll Activity<br>1. Students use cardboard doll and cut-out clothes using economic, social and cultural situations dress doll appropriately to fit the role (if students have not had design principles relate to clothing they should be used in conjunction with dressing the doll.)<br>2. Students discuss the va & attitudes of the dress dolls. |

| | | |
|---|---|---|
| omic, social, and | Discipline Area | Home Economics |
| determine status | Subject | Personal & Family Relationships |
| nd attitudes | Problem Orientation | Clothing Selection — Grade Intermediate |
| nment. | | |

| CTIVES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| , prin- to values in | I. Student-Centered in class activity<br>A. Clothing selection factors<br>1. Students list cultural factors that affect clothing selection. (Ex.-Amish wear black clothing, Indians wear beads.)<br>2. Students list economic factors that affect clothing selection. (Ex.-Wages, job, etc.)<br>3. Students list social factors that affect clothing selection. (Ex.-upper class, gems, furs, etc.)<br>B. Cardboard Doll Activity<br>1. Students use cardboard doll and cut-out clothes using economic, social and cultural situations--dress doll appropriately to fit the role (if students have not had design principles related to clothing they should be used in conjunction with dressing the doll.)<br>2. Students discuss the values & attitudes of the dressed dolls. | II. Outside Resource and Community Activities<br>A. Botique shop proprieter (Buyer from men and/or women's dept. store.) Talk about how "Clothes Make the Man." |
| on | | |

| Resource and Reference Materials | Continued and Additional Sugge |
|---|---|
| Publications:<br>How to Plan a Wardrobe<br>Good Housekeeping Bulletin<br>Make Fashion Work For You,<br>Educational Dept.<br>Vogue Pattern Service<br>Box 1752<br>Altoona, Pa.<br>Dress, Gawne and Cerke, Chapter 1 | |
| Audio-Visual:<br>Vogue - magnetic doll<br>Films:<br>Clothes and You: Line & Proportion<br>c/o Film Library<br>New York State College<br>Cornell University<br>Ithaca, New York<br>filmstrips:<br>Managing Your Clothing Dollars<br>Money Management Institute<br>Household Finance Corp.<br>Chicago, Illinois<br>Figure Flattery through optical illusions<br>Educational Dept.<br>The Singer Co.<br>30 Rockefeller Plaza<br>New York | |
| Community: | |

| ls | Continued and Additional Suggested Learning Experiences |
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| rtion | |
| s | |
| | |

ESEA Title III - 59-70-0135-2 Project I-C-E

| | | |
|---|---|---|
| CONCEPT | 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density. | Discipl<br>Subject<br>Problem |

| BEHAVIORAL OBJECTIVES | SUGGESTED |
|---|---|
| Cognitive: Comprehends the effect changes in family clothing have had on land use.<br><br>Affective: Is sensitive to the effect changes in family clothing have had on land use. | I. Student-Centered in class activity<br>A. Students brainstorm--Situation - You are par of a family before the advent of ready-to-wear clothing. How do you g your clothes?<br>B. Students research the beginning of ready to w Work sheet sample quest<br>1. What factors caused switch from hand mad clothing to ready-to wear?<br>2. How did this change effect the life styl of the American woma<br>3. In what ways has thi effected how we use land in America? (pr to this family farms had sheep to produce wool for cloth, etc.<br>4. When did the ready-t wear industry take over the major cloth ing production in th country?<br>(cont.) |
| Skills to be Learned<br>Research<br>Observation | |

ilitating trans-
nditions, popu-
reased leisure
uence on changes
s of population density.

Discipline Area Home Economics

Subject Human growth and development

Problem Orientation Clothing and textiles Grade Intermed.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Students brainstorm--
Situation - You are part of a family before the advent of ready-to-wear clothing. How do you get your clothes?

B. Students research the beginning of ready to wear. Work sheet sample questions.
1. What factors caused the switch from hand made clothing to ready-to wear?
2. How did this change effect the life style of the American woman?
3. In what ways has this effected how we use our land in America? (prior to this family farms had sheep to produce wool for cloth, etc.)
4. When did the ready-to-wear industry take over the major clothing production in this country?

(cont.)

II. Cutside Resource and Community Activities

A. History teacher
1. How family clothing was obtained before the advent of ready-to-wear?
2. Factors influencing the advent of ready-to-wear.

B. Museum-look at clothing that was made at home

C. State Historical Society or local representative speak on clothing and bring in samples.

| Resource and Reference Materials | Continued and Additional Su |
| --- | --- |
| Publications:<br>History of Costume, text<br>American and World history texts | I. (cont.)<br>C. Visit museum to study before ready-to-wear.<br>1. How had this change<br>2. How has this change<br>3. How has this affect style? |
| Audio-Visual:<br>Historical Fashion Portfolio, McCall's | |
| Community: | |

Continued and Additional Suggested Learning Experiences

I. (cont.)

C. Visit museum to study clothing made entirely at home before ready-to-wear.

1. How had this changed clothing styles?
2. How has this changed family land use?
3. How has this affected the American woman's life style?

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density

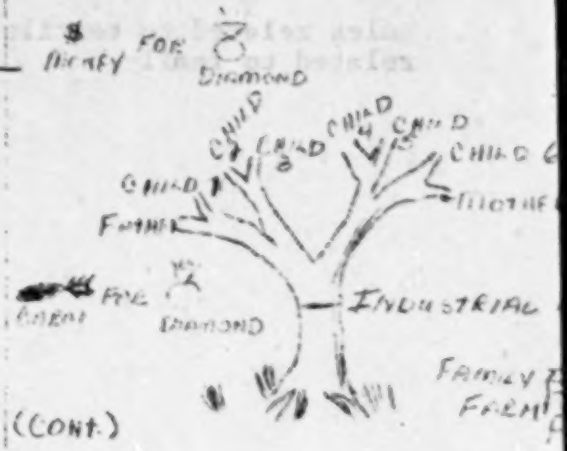
Discipline

Subject

Problem Ori

| BEHAVIORAL OBJECTIVES | SUGGESTED |
|---|---|
| Cognitive: Recognizes the role the textile industry played in the industrial revolution and how it influenced changes in land use and centers of population density.<br><br>Affective: Develops an awareness the role the textile industry played in the industrial revolution and how it influenced changes in land use and centers of population density. | I. Student-Centered in class activity<br>A. Research textil and cloth inventions that were used just before the industria revolustion (sewing machi cotton gin, etc.)<br>B. Class small groups and speculate on the effects the industrial revolution on family, land use and centers of population.<br>C. Class bulletin board illustrating: |

Skills to be Learned
Research
Discussion
Graphic illustration
Logical thinking




(CONT.)

facilitating trans-

c conditions, popu-

increased leisure

influence on changes
nters of population density

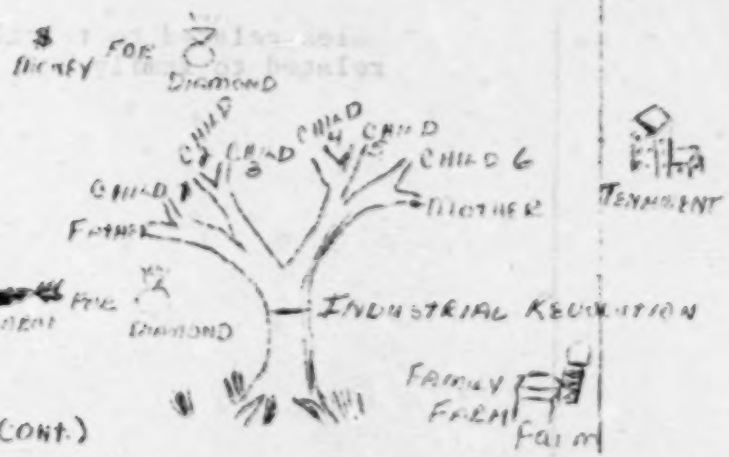
Discipline Area Home Economics

Subject Management of personal and family resources

Problem Orientation Clothing and Textile Ind. Revolution

Grade Beginning

| ES | SUGGESTED LEARNING EXPERIENCES | |
|---|---|---|
| | I. Student-Centered in class activity<br>A. Research textil and clothing inventions that were used just before the industrial revolustion (sewing machine, cotton gin, etc.)<br>B. Class small groups and speculate on the effects of the industrial revolution on family, land use and centers of population.<br>C. Class bulletin board illustrating: | II. Cutside Resource and Community Activities<br>A. Social studies or history teacher talk on industrial revolution<br>B. Local museum<br>C. State Historical Society |




(CONT.)

| Resource and Reference Materials | Continued and Additional |
| --- | --- |
| Publications:<br>Social studies text<br>Oliver Twist, Dickens<br>David Copperfield, Dickens<br>Dress, Gawne & Cerke<br>Newspaper mogues<br>Old magazines<br>Cotton poster, National Cotton Council, P.O. 12285, Memphis 38112<br><br>Audio-Visual: | I. (cont.)<br>C. The tree trunk illu<br>Industrial Revoluti<br>used the land direc<br>illustrate the effe<br>family (separation<br>to city housing com<br>D. Class makes textile<br>class research on i<br>production.<br>E. Students role play<br>students ask questi<br>before). Ex., stude<br>(must answer first<br>answers with facts.<br>1. Where do you liv<br>2. Where did you li<br>3. How many hours d<br>4. How much do you<br>5. What is the plac<br>6. How do you get t<br>7. What are the wor<br>8. How many hours d<br>9. Do all the membe<br><br>Roles related to te<br>related to family. |

Continued and Additional Suggested Learning Experiences

I. (cont.)

C. The tree trunk illustrates the farm family before the Industrial Revolution (the family was close knit and used the land directly.) The top branches of the tree illustrate the effect the Industrial Revolution of the family (separation of family to work in factories, move to city housing complex, change barter to money, etc.)

D. Class makes textile industry continuum incorporating class research on inventions and illustrating cotton production.

E. Students role play actual people of the times and other students ask questions (students write questions night before). Ex., student plays 14 year old factory worker (must answer first person present tense and support answers with facts.) Typical questions:

1. Where do you live?
2. Where did you live before you moved to the city?
3. How many hours do you work each day?
4. How much do you earn?
5. What is the place you live in like?
6. How do you get to work?
7. What are the working conditions?
8. How many hours do you work?
9. Do all the members of your family work?

Roles related to textile industry and questions related to family.

ESEA Title III - 59-70-0135-2 Project I-C-E

| CONCEPT | | |
|---|---|---|
| 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes. | Discipline Area | Home Eco<br>Manageme<br>Family R |
| | Subject | |
| | Problem Orientation | Texti |

| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERIEN | |
|---|---|---|
| Cognitive: Recognizes the role of the sun's energy in the production of natural textile fibers and textiles role in life processes.<br><br>Affective: Perceives the relationship between the sun's energy and natural textiles production and their role in life processes. | I. Student-Centered in class activity<br>A. View "Cotton, Nature's Wonder Fiber."<br>1. Discuss how sun's energy relates to cotton production.<br>2. Have students list how they personally use cotton. Ex., cotton balls, clothing, bedspreads, Q-tips.)<br>B. View "Wool, Golden Fleece."<br>1. Students discuss how sun's energy relates to wool production.<br>2. Students list how they personally use wool. Ex., clothing, blankets, rugs, boot linings).<br>C. View "Silkmakers of Japan."<br>1. Discuss sun's energy in relation to the production of silk.<br>2. Students list how they personally use silk. Ex., clothing, pillow cases, etc.) | II. Outside R<br>Community<br>A. Area in<br>persona<br>ground<br>or wool |
| Skills to be Learned<br>Viewing<br>Researching<br>Discussing<br>Listing | (cont.) | |

| | | |
|---|---|---|
| the basic source | Discipline Area | Home Economics |
| rted through | Subject | Management of Personal and Family Resources |
| to a form all | Problem Orientation | Textiles Grade Beginning |
| or life processes. | | |

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. View "Cotton, Nature's Wonder Fiber."
   1. Discuss how sun's energy relates to cotton production.
   2. Have students list how they personally use cotton. Ex., cotton balls, clothing, bedspreads, Q-tips.)

B. View "Wool, Golden Fleece."
   1. Students discuss how sun's energy relates to wool production.
   2. Students list how they personally use wool. Ex., clothing, blankets, rugs, boot linings).

C. View "Silkmakers of Japan."
   1. Discuss sun's energy in relation to the production of silk.
   2. Students list how they personally use silk. Ex., clothing, pillow cases, etc.)

(cont.)

II. Outside Resource and Community Activities

A. Area individual who has had personal contact and/or background in cotton, silk, linen or wool production.

| Resource and Reference Materials | Continued and Additional Suggested |
| --- | --- |
| Publications:<br>Fiber and Fabrics, Ed. Dept. Vogue Pattern Service, Butterick Co., P.O. Box 1752, Altoona, PA<br>Dress, text Gawne and Oerke, Chp. 3<br><br>Audio-Visual:<br>"Cotton, Nature's Wonder Fiber," BAVI, 4724<br>"Wool-Golden Fleece," BAVI, 2482<br>"Silk Makers of Japan," BAVI<br>"Plant and Their Importance," BAVI, 1682<br><br>Community: | I. (cont.)<br>D. Research flax and linen cycle<br>presentations on flax and lin<br>1. Discuss the sun's energy a<br>production of silk.<br>2. Have students list how the<br>(Ex., table clothes, cloth |

| erials | Continued and Additional Suggested Learning Experiences |
|---|---|
| . Vogue<br>Co.,<br>, Chp. 3<br><br><br><br>er,"<br>2482<br>" | I. (cont.)<br>D. Research flax and linen cycle and/or individual student presentations on flax and linen production.<br>1. Discuss the sun's energy and how it relates to the production of silk.<br>2. Have students list how they personally use linen (Ex., table clothes, clothes, handerchiefs.) |

ESEA Title III - 59-70-0135-2 Project I-C-E

| | | |
|---|---|---|
| CONCEPT | Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life. | Discipline Area<br>Subject<br>Problem Orientatio |

| BEHAVIORAL OBJECTIVES | SUGGESTED LE |
|---|---|
| Cognitive: Comprehends the significance of textile distribution and the affects on the quality of life.<br><br>Affective: Appreciates the role textile distribution plays on the quality of life.<br><br>Skills to be Learned<br>Research<br>Display<br>Map reading | I. Student-Centered in class activity<br>A. Visit import store and/or import section of stores to view types of imported fabrics and clothing<br>B. Research the origin of specific textiles (wool, Irish linen, Pendelton wool, Scotch plaid, cotton, nylon, acyrlic, lace, etc.)<br>C. Pin point on world map area of specific textile origin (with miniature flags)<br>D. Collect and display samples of researched textiles. Ex., garment made of thia silk) |

equally

or over

ne geographic

life.

Discipline Area Home Economics

Subject Management of Personal and Family Resources

Problem Orientation Textiles Grade Beginning

in relation to textiles made into fabric

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Visit import store and/ or import section of stores to view types of imported fabrics and clothing

B. Research the origin of specific textiles (wool, Irish linen, Pendelton wool, Scotch plaid, cotton, nylon, acyrlic, lace, etc.)

C. Pin point on world map area of specific textile origin (with miniature flags)

D. Collect and display samples of researched textiles. Ex., garment made of thia silk)

II. Outside Resource and Community Activities

A. Speaker from local fabric store.

B. Import buyer-talk on imported textiles

C. U.S. Customs-Port Director, 828 Cherry St., Green Bay- talk on import regulations.

| Resource and Reference Materials | Continued and Additional Sugge |
| --- | --- |
| Publications:<br>The Wool Story-From Fleece to Fashion Wool Ways, Pendleton Woolen Mills, 218 Southwest Jefferson St., Portland, Oregon 97201<br>Fibers and Fabrics, Educational Dept. Vogue Pattern Service, The Butterick Co., Inc, P.O. Box 1752, Altoona, PA<br><br>Audio-Visual:<br>"French Tapestries Visit America," BAVI, 0785, $12 rental<br><br>Community: | |

## Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area

Subject

Problem Orientati

| BEHAVIORAL OBJECTIVES | SUGGESTED LEAR |
|---|---|
| Cognitive: Comprehends the role manmade textiles play in managing, manipulating, and changing the environment.<br>Affective: Appreciates the role of manmade textiles in managing, manipulating, and changing the environment.<br><br>Skills to be Learned<br>Brainstorming<br>Viewing<br>Discussing<br>Creating a showcase | I. Student-Centered in class activity<br>A. Students sit in circle and brainstorm things in the room other than clothes th are made from textile fibe<br>B. View and discuss "Can You Imagine" film on role of textiles in daily life.<br>C. Create showcase of role manmade textiles play in daily life (excluding clothing).<br>Examples: "Did You Know". Tire with caption, "Tires are made of nylon." |

nage, Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Textiles Grade Beginning

## SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Students sit in circle and brainstorm things in the room other than clothes that are made from textile fibers.

B. View and discuss "Can You Imagine" film on role of textiles in daily life.

C. Create showcase of role manmade textiles play in daily life (excluding clothing).
Examples: "Did You Know". Tire with caption, "Tires are made of nylon."

II. Outside Resource and Community Activities

A. County Extension Agent-everyday textiles.

B. Buyer from local fabric store-novelty fabrics

C. Builder talk of textile products used in building.

D. Furniture store representative talk of textiles in furniture.

E. Electrician talk of textiles used by him.

| Resource and Reference Materials | Continued and Additional Suggested |
| --- | --- |
| Publications:<br>Fibers & Fabrics<br>Education Dept.<br>Vogue, Butterick Co., Inc.<br>P. O. Box 1752<br>Altoona, Pennsylvania<br>Fiber Facts, 1967-68<br>American Viscose Division<br>FMC<br>1617 John F. Kennedy<br>Philadelphia, Pennsylvania<br>Fabric Dictionary<br>(same as for Fibers & Fabrics)<br>Understanding Today's Textiles<br>J. C. Penney<br>1301 Avenue of Americas<br>New York<br><br>Audio-Visual:<br>"Can You Imagine"<br>1212 Avenue of Americas<br>New York<br><br>Community: | |

## Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

10. Short-term economic gains may produce long-term environmental losses.

Discipline Area Home

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| BEHAVIORAL OBJECTIVES | SUGGESTED LEARNING |
|---|---|
| Cognitive: Comprehends the use of textile resources and effects on long term environmental losses.<br>Affective: Accept responsibilities for preserving the environment when selecting clothing.<br><br>Skills to be Learned<br>Remaking clothing<br>Reusing clothing<br>Starting recycling programs | I. Student-Centered in class activity<br>A. Students study fashion cycle and its encouragement of wastefulness:<br>Fashion leader acceptance<br>Mass acceptance<br>Decline<br>Showings<br>Obsolescence<br>Inception Originals<br>(Idea)<br>B. Students collect fashion pictures from earlier times and plan to restyle by adding or subtracting features or lines to be fashionable today.<br>C. Students make personal inventory of clothing (include new clothing, unused because of style, fit, etc.)<br>D. Students discuss what happens to unused clothing in the home.<br>E. Students bring in discarded or unused garments and class decides what could be done to make the garment usable.<br>F. Students brainstorm ways to use used clothing.<br>(Cont. on back) |

Discipline Area Home Economics

Subject Management of Personal & Family Resources

Problem Orientation Clothing & Textiles Grade Beginning

SUGGESTED LEARNING EXPERIENCES

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wastefulness:
Fashion leader acceptance
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unused garments and class
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make the garment usable.
udents brainstorm ways to
e used clothing.

(Cont. on back)

II. Outside Resource and Community Activities

A. Speaker or representative from a service organization such as: Sheltered Industries, Brown County Hospital, etc. to inform students on uses for old clothes or scraps of fabrics.

B. Student survey community to discover what happens to discarded clothing

Questions:

1. Do you give unused clothing to friends or relatives?
2. Do you burn unused clothing?
3. Do you put unused clothing in the garbage?
4. Do you make rugs or other household items from unused clothing?
5. Do you give clothing for rummage sales?

(Cont. on back)

| Resource and Reference Materials | Continued and Additional |
| --- | --- |
| Publications:<br>Dress, Gawne and Oerke, Chapters 2, 14, 16.<br>Mademoiselle<br>Seventeen<br>Vogue<br>Teachers Curriculum Guide to Conservation, Unit II, Lesson 25<br>I-C-E RMC<br><br>Audio-Visual:<br>"Clothes and You," Coronet<br>c/o Film Library<br>Cornell University<br>New York<br>"Young Fashion Forecast"<br>Sears Public Relations, Dept. 703<br>3301 W. Arthington Street<br>Chicago, Illinois<br><br>Community:<br>St. Vincent DePaul to talk about number of people who buy used clothing<br>local lady to demonstrate quilting techniques | I. (Cont.)<br>f. (Cont.)<br>1. Students make p<br>(Ex.-class make<br>needy family at<br>stuffed animals<br>etc.)<br><br>II. (Cont.)<br>C. Students start a r<br>(students set up c<br>for clothing and d<br>bazaar materials,<br>etc.) |

and Additional Suggested Learning Experiences

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Students make projects using used clothing. (Ex.-class makes a quilt to be given to a needy family at Christmas, students make stuffed animals from discarded clothing, etc.)

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udents start a recycling program for clothing
tudents set up collection sites in the school
r clothing and donate to worthy cause - church
zaar materials, workshops for the handicapped,
c.)

PROJECT I-C-E Episode Evaluation Form (Repr

Please fill in:
Subject: _____

Grade: _____

Concept No. Used: _____

In commenting on each episo
form. Feel free to adapt it
your critiques and comments -
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| Poor | Good | Exc. | |
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| | | | I. Behavioral Objectives<br>A. Cognitive: |
| | | | B. Affective: |
| | | | II. Skills Developed |
| | | | III. Suggested Learning Experiences<br>A. In Class: |
| | | | B. Outside & Community Activities: |
| | | | IV. Suggested Resource & Reference Mater<br>(specific suggestions & comments) |

pisode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this orm. Feel free to adapt it and add more pages. Let us know all our critiques and comments - negative and positive. In the left-and column, please rate (poor, good, excellent) each item. Also, ake specific comments or suggestions if possible in the space pro-ided to help us make this a more usable guide. Thank you.

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Project I-C-E
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